

# Petit Enfant Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY355997

**Inspection date**

07/09/2011

**Inspector**

Gill Little

**Setting address**

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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**

Petit Enfant Day Nursery (Wavers Ground) is one of six provisions run by Petit Enfant Ltd. It opened in 2007 and operates from purpose-built premises on the West Oxfordshire Business Park in Carterton, Oxfordshire. There are five main playrooms on the ground floor for the day care provision with further accommodation on the first floor for out-of-school and wrap-around provision. A fully enclosed garden is available for outdoor play. Children attend from Carterton, surrounding villages and as far afield as Swindon.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 90 children under eight at any one time, all of whom may be in the early years age range. The nursery is currently caring for 142 children on the Early Years Register and 50 children on the Childcare Register. The nursery supports children who are learning English as an additional language.

The nursery operates on weekdays from 7:00am until 6:00pm all year, with the exception of bank holidays. It is in receipt of funding for the provision of free early education for children aged two, three and four. Staff have partnership links in place with local schools. The nursery takes part in the National Day Nursery Association and Investors in People quality assurance schemes.

The nursery employs 40 staff, of whom 32 hold relevant qualifications. In addition, five staff are working towards relevant qualifications, including Early Years Professional Status.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress towards the early learning goals in this safe, friendly and stimulating environment. Staff demonstrate a clear knowledge of children's individual needs and this is enhanced through strong partnerships with parents and other early years settings which children attend. Staff generally use good quality interactions to enhance learning and they ensure that children are well supported during the relatively high number of transitions between key persons and rooms. The staff and management teams have a very positive approach to continuous improvement. They have made significant progress since the last inspection and they reflect on their practice effectively to further enhance outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- review the key person system to consider if the number of key persons a child needs to bond with during their time in the nursery can be reduced
- increase the use of sustained shared thinking, such as clarifying ideas and asking open-ended questions, to further extend children's thinking and to help them make connections in their learning.

## **The effectiveness of leadership and management of the early years provision**

Staff demonstrate a high level of commitment to promoting children's safety. They have a clear understanding of safeguarding children procedures, such as possible symptoms of abuse and how to respond to concerns. Robust recruitment and induction procedures help to ensure that all staff are suitable to care for children and have appropriate background checks. There are high numbers of qualified staff throughout the nursery and this has a positive impact on children. Rigorous safety and security procedures help to keep children safe while on the premises and on outings. Resources throughout the nursery are of good quality, age-appropriate and easily accessible to children.

Staff actively promote equality and diversity. Throughout the nursery children engage in monthly multicultural projects, such as celebrating Ramadan or finding out about Italy. Resources, such as dolls, puppets and books, reflect people from different backgrounds in a positive way. Key persons work closely with children and their families to support individual needs effectively. They collate useful information from parents about children's starting points, interests and routines when they first attend the nursery. They keep parents well-informed about children's progress and encourage them to contribute observations of progress from home. They warmly welcome parents into the nursery. Relationships between parents and key persons are relaxed and clearly well-established. This has a positive impact on all children including those who are learning English as an additional language who make good progress in their communication skills as a result.

Staff maintain close partnerships with other early years settings which children attend. For example, children who attend local schools for part of the day benefit from the staff's commitment to maintaining daily communication books. This helps to ensure consistency in their care and learning.

There is a very positive approach within the nursery to continuous improvement. All recommendations from the last inspection have been met and practice has improved to a good level. For example, significant improvements have been made to procedures for supporting children with food allergies. Staff now use colour coded placemats and plates together with clear information on whiteboards to help ensure that children receive the correct food for their individual needs. The nursery now has Forest School status and makes good use of the outdoor environment as a result. Staff are currently considering how to extend the garden area to provide direct access for as many children as possible.

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

Children are settled throughout the nursery and appear to feel safe and happy. They develop close friendships with their peers, play well together and show high levels of good behaviour. They make a positive contribution to the nursery, such as helping to tidy up and preparing tables at lunchtime with placemats and cutlery. They have good relationships in place with their key person and other staff, often cuddling up to them and initiating discussions. They benefit from sensitive transition arrangements between rooms although, due to the organisation of the nursery, they do need to bond with up to six key persons during their time there which is a relatively high number.

Children develop a good awareness of a healthy lifestyle. They enjoy nutritious food, such as spaghetti Bolognese with peas and sweet corn followed by a fruit crumble and custard. They adopt good personal hygiene procedures and even the youngest children develop an awareness of this by using hand wipes after nappy changing. All children enjoy several sessions of outdoor play on a daily basis together with outings in the local community. In addition, children in the pre-school age groups attend Forest School sessions several times a week. Staff have secured the use of idyllic rural woodland a short distance from the nursery. Here children are able to freely explore a very natural environment while staff encourage them to follow their own interests and support them with the use of some open-ended questions. They enthusiastically hunt for minibeasts using magnifying glasses and picture charts to help them identify what they find. They decide to build a den with sticks and excitedly encourage their friends to join in. They benefit from an impromptu visit from the landowner who brings a pony to see them and they enjoy stroking him and having their photo taken. They learn to be careful around nettles and to be aware of horses and tractors when approaching and leaving the site.

Back at the nursery older children enjoy a variety of activities helping them to make progress in all areas of learning. For example, they practise literacy skills by writing menus in their cafe and they snuggle up to staff to listen carefully to a story. They play sorting and matching games to develop problem-solving skills and they confidently use a computer programme. They pretend to be construction workers as they explore an inviting range of resources, such as large-scale construction vehicles, bricks and sand.

Children in the baby and toddler groups enjoy exploring a wide range of interesting resources and textures, such as tinsel, pine cones, household objects, musical instruments and sand. They benefit from good levels of staff support and are actively encouraged to explore and engage in discussions. For example, they attempt to cut out pictures from magazines and staff generate lots of discussion about these, such as talking about the car transporter, pet shop and Star Wars spaceships. Children who are learning English as an additional language advance quickly in their communication skills and show good levels of confidence.

Since the last inspection staff have developed their knowledge and understanding of how to support children's play and learning. The quality of most interactions is of a good standard. Some staff are consciously using sustained shared thinking, such as clarifying what children say and using open-ended questions, to help children make connections in their learning. All staff make good use of the observation, assessment and planning cycle ensuring that activities and experiences are based on children's individual interests and capabilities.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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