

Le Monde Petit Ltd

Inspection report for early years provision

Unique reference number	309364
Inspection date	24/11/2011
Inspector	Linda Shore

Setting address	Bank Parade, BURNLEY, Lancashire, BB11 1UG
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Type of setting	Childcare - Non-Domestic
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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

Le Monde Petit LTD is part of a privately owned chain of nurseries and was registered in 1990. It operates from single story premises within easy access of Burnley town centre in Lancashire. The nursery serves the local area and has good links with the local children's centre. The nursery is accessible to all children and there are two fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 110 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 108 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three- and four-year-olds and currently supports children with special educational needs and/or disabilities.

The nursery employs 21 members of childcare staff. Of these, 18 hold appropriate early years qualifications, with three currently working towards level 3. The nursery employs a qualified teacher and the manager holds early years professional status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development as staff have an effective understanding of the Early Years Foundation Stage. Children's safety is of high importance and they are safeguarded well. The setting has a good capacity to maintain continuous improvement. Self-evaluation is very effective and targets for improvement are well thought out, ambitious and achievable. However the focus of evaluation does not always focus equally on the organisation of the setting. Partnerships with parents and others are well established and have a positive impact on outcomes for children, with capacity to further develop this by consolidating links with local schools. The required documentation is in place and policies and procedures are implemented effectively.

What steps need to be taken to improve provision further?

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

- continue to develop the opportunities for partnership working to ensure that children's needs are met and there is continuity in their learning
- improve the organisation of the setting by developing the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well and protected in the setting. Staff have a very good knowledge and understanding of the possible signs of abuse and know the correct reporting procedures to follow if they have any concerns about a child. Robust recruitment procedures are followed and all staff have been appropriately vetted. Comprehensive risk assessments and daily checks to all areas of the nursery ensure risks are effectively minimised and children play and learn in a safe and secure environment. The setting is making rapid progress with ambitious and achievable improvements identified through effective methods of self-evaluation. The new manager has implemented a wide range of changes which have enhanced all areas of the provision, however there is scope to further develop the organisation through critical self-evaluation and targeted development. Staff are encouraged to develop their skills and knowledge by through appraisal and training on a variety of topics, for example first aid and recognised childcare qualifications.

The vision of the nursery is shared and staff are included and given responsibilities for developing their own areas. For example, the monthly challenge motivates staff to be creative with ideas for improvement and encourages room development through the use of existing resources. Resources are deployed well, providing children with an environment in which they have choice and independence in the activities they select. The outdoor environment has been recently upgraded and provides children with a broad range of play and learning opportunities in all weather. Children with special educational needs achieve well in the nursery, supported by staff who gain all the necessary information to meet their individual needs and develop, varied and imaginative strategies of support.

The nursery has established effective partnerships with other agencies, such as a children's centre, speech therapists and health professionals. This ensures that a coherent approach to children's individual needs is fostered and they are all given opportunities to reach their full potential. Staff actively initiate links, however there is capacity to develop this further by strengthening ties with local schools. Comprehensive information is provided for parents through welcome packs, newsletters, daily discussions and the policy of the month display that encourages parents to input into development and review of the policies and procedures. Partnership with them is effective, with many opportunities to be involved in their children's learning and development, for example through parents' evenings, feedback forms and parents' links to planning.

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

Staff have a very good knowledge and understanding of the children's individual needs and provide a stimulating environment where all children are excited and motivated to learn. Observations of children help staff to find out what children can do and these are consistently used to plan for children's individual next steps in learning. Children freely move around in the spacious environment, selecting

activities which interest them. They develop their imagination well, with a wide range of creative opportunities, including painting, and playing in sand and water, making collages. Young children develop a sense of self and make relationships as they spontaneously cuddle their friends and key person. Older children learn to take responsibility for managing their own needs, accessing toilets and drinks as required. Communication is fostered well by staff who talk to children clearly and at their level. They ask open-ended questions to stimulate discussion and allow time for children to respond. Children enjoy books; babies cuddle in for stories and older children recognise letters and words, displayed at their height. They have lots of opportunities to learn about the wider world and cultural differences through artwork and celebration. The nursery also has an internet link with a nursery on a remote island, allowing children to develop a sense of the lifestyle in a small isolated community

Children's physical development is well promoted. They competently dance, jump and swing, run, ride and climb. They develop problem solving skills as they count through daily activities and consolidate concepts, such as volume, through pouring and measuring in the water trough.

Children have good opportunities to learn about being healthy. They enjoy a well-balanced diet which is cooked fresh on the premises each day and healthy snacks including fruit and crumpets. They learn the importance of washing as staff talk to them as they wash after toileting and messy play. They have regular access to fresh air in two stimulating outdoor environments. These have recently been developed and provide children with a wide range of experiences including working with real construction tools, such as spirit levels, rubber mallets and trowels. Children particularly enjoy digging and transporting stones in the large stone pit.

Children are happy and involved and feel very safe due to a highly effective key person system. They settle very well and develop extremely secure relationships, confidently approaching staff for help. Children are very familiar and comfortable in the environment, moving freely and confidently between activities and know their environment very well. They learn boundaries and good behaviour through effective behaviour management, for example after inappropriate incidents staff take children to one side and explain why their actions are not acceptable and how other children may be feeling. Children are taught respect for each other and themselves and as a result are developing their own sense of self-esteem.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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

Met