

Petit Enfant Day Nursery

Madley Park, Northfield Farm Lane, Witney, Oxfordshire, OX28 1UD

Inspection date

17/10/2012

Previous inspection date

20/10/2009

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Frequent changes to the staff team disrupt the key person system. This means that children and parents feel unsettled and unsure of who is providing care.
- Poor observation, assessment and planning, and quality and availability of resources for all children hinder their development in all areas of learning.
- Children are not suitably protected from the risk of the spread of infection because there are no measures in place to prevent them drinking from each other's cups.
- Some staff have insufficient understanding of how children learn and develop. They frequently fail to extend children's knowledge. Consequently, some children do not make sufficient progress in their learning and development.
- Staff do not adequately support children's independence in maintaining their own personal hygiene. Such as, accessing the toilet, washing their hands and wiping their noses.
- Children have little opportunity to express themselves because the nursery does not support their creative development well. There are few chances for children to explore differing media or use their imagination through role play.

It has the following strengths

- A newly positioned and focused management team have ambitious plans to bring about improvement to quality of care children receive.

- Safeguarding is a priority at the nursery. Staff demonstrate a sound understanding of their roles and responsibility. The management team is vigilant in assessing and reducing any potential safety risks to children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children in all rooms and age ranges in the nursery.
- Joint observations were undertaken with the acting nursery manager in the pre-school room.
- The inspector sought the views of several parents and children throughout the inspection.
- Children's files were reviewed in order to assess their progress in relation to their starting points.
- The inspector held meetings with the operations support manager, acting manager and area manager of the nursery.

Inspector

Hayley Marshall

Full Report

Information about the setting

Petit Enfant Day Nursery first opened in 2007. Ownership was taken over by The Co-operative Childcare in June 2012. The nursery operates from six playrooms and an enclosed garden area, in a purpose-built building on the Madley Park estate in Witney. The nursery is open from 7am until 6pm all year round except for bank holidays.

There are currently 118 children on roll aged between six months and eight years. The nursery also provides out-of-school care for older children. Children attend before and after school, and during school holidays. Children aged three and four and some two-year-olds, receive funding for the provision of free nursery education. The nursery supports a number of children who speak English as an additional language.

The nursery employs 18 staff in total. One member of staff has a relevant degree, and one member of staff holds a foundation degree, 12 members of staff are qualified at level 3 and five hold a qualification at level 2. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- consider the individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development, with particular regard to providing sufficient, high-quality resources to support this
- improve the educational programme for expressive arts and design by introducing greater opportunity for all children to explore their creative learning through self-directed activities, such as exploring materials and media and imaginative play
- improve staff training and development to ensure they offer a high-quality learning experience for children that continually improves
- promote the good health of children by reducing the risk of the spread of infection with particular regard to preventing children from drinking out of each other's cups

To further improve the quality of the early years provision the provider should:

- encourage children's independence by providing greater opportunities for them to manage their own personal hygiene.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery is currently undergoing a period of change. There has been a high turnover of staff and recruitment is underway for a permanent manager. The disruption of the staff team has had a negative effect upon staff morale and the quality of care children receive.

Many staff have a weak understanding of how children learn and develop and frequently fail to extend their knowledge. For example, when children use crayons and add some water to the paper to see what happens, staff tell them not to do this. This hinders children being creative and finding out about how media can be mixed together. The poor practice of some staff means that children do not always fully enjoy their time at the nursery. For example, staff do not always fully support quieter children to engage with others and the activities available. This means some children are left for long periods without any adult interaction. Some young children spend long periods strapped into high chairs. Staff give them some toys to play with in their highchairs but children soon become restless and bored. They kick their legs and try to get out but staff do not respond to their attempts to communicate their own needs. This, along with the insufficient resources available for all children to explore, means that children do not always make adequate progress in their learning and development.

There is not enough opportunity for children to explore each area of learning within the Early Years Foundation Stage. Staff do not always engage in conversation with young children enough to support the development of their communication and language. Older children have little control over their own learning by making choices about what they want to play with and how. For example, when children request the water tray to play with, they are told that it has sand in it and that they can play with the water in the afternoon. Children then go to the toilets to play with the water in the sinks, but are told to come out. This means children are not encouraged to make choices in their play based on their own interests. Consequently, children are ill prepared for their transitions into the next stage of their learning, such as formal school.

The use of observation and assessment is not accurate in recording what progress children are making because their starting points are not clearly identified and monitoring is ineffective. Therefore, planning is not effective in providing an enjoyable and challenging learning experience for children to help them make sufficient progress in their development.

The contribution of the early years provision to the well-being of children

There is disruption to the key-person system because of frequent changes to the staff team. Therefore, some children struggle to form close attachments to those who care for them. However, the youngest children at the nursery benefit from closer relationships with those who care for them. They enjoy a calm and settled environment and explore the resources that are available freely. When drinking a bottle of milk before they fall asleep, staff cradle them and give them individual attention.

Older children have a less positive experience. They quickly tire of their environment because the activities on offer are uninspiring; this leads to their behaviour becoming unpredictable. For example, they pull each other to the floor by their clothing, attempt to bite each other and kick the doors. This leads to children feeling unsettled and hinders their enjoyment of their time at the nursery. There is little opportunity for children to work through these feelings and emotions because staff do not always explain to them the consequences of their behaviour. Although they tend to the child who has been hurt, they do not discuss the reasons with the child who caused the upset or explain why such behaviour is unacceptable. In addition, children do not have access to activities and resources that support their creative development. Children do not always have the chance to create and express themselves through activities such as role play areas and media such as paint and craft resources. Resources are sparse and are uninspiring to the children. For example, in the role play corner there is a doll and a car seat, but there are no dolls' clothes, buggies or utensils in the role play kitchen. Children, therefore, soon become bored and do not engage in their play for long periods.

Children cannot learn how to manage their own personal hygiene because staff discourage them from washing their hands themselves and do not make tissues available for them to wipe their noses when needed. Some children are prevented from entering the toilet independently. This does not promote children's independence and self-care skills.

At lunchtime, children enjoy a healthy meal. Younger children sleep on their own mat and staff meet their needs by changing their nappies when required. Older children have access to an outdoor area for a limited period twice a day. However, the poor condition of the wider garden area limits its use in wet weather. Younger children go for walks around the local area. This supports children's physical development and provides them with the chance to learn about exercise as part of a healthy lifestyle.

Staff do not always adequately manage the risk of infection spreading because children pick up and drink from each other's cups. When staff see this, they take no action to remedy the risk. Occasionally, children drop their cups onto the floor and then continue drinking from them, posing a risk to their health.

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

Very recent new ownership of the nursery means that there is now a dedicated senior management team at the nursery. Safeguarding children is a high priority and the senior management team is vigilant in suitably inducting new members of staff. They have effective systems in place to check the suitability of staff by carrying out required checks. The induction process for all new staff is thorough. Consequently, recruitment and starting employment at the nursery can be lengthy. The expectation is that new staff will be aware of their individual responsibilities because the senior management team has developed a more thorough procedure to help staff understand the policies and procedures. However, this has not yet had an impact on all staff. There are clear expectations for maintaining children's safety and the senior management team communicates these to all staff.

The senior management team has a secure understanding of the Early Years Foundation Stage learning and development requirements. They know how children learn best and are beginning to implement planning and assessment documentation to support staff in improving their practice. This has yet to have an impact upon outcomes for children.

The senior management team is conducting focused self-evaluation processes. These are starting to identify emerging areas for improvement. This means that the senior management team is aware of the significant weaknesses within the nursery. Action plans are underway to remedy these areas. Currently, these have yet to have an effect upon the quality of the care of children.

New systems are in place to manage the performance of all staff, through careful and supportive monitoring. This includes tackling under performance of staff and taking appropriate action. The senior management team is putting into place measures to demonstrate good practice to staff through peer observations. The acting manager has a sound understanding of where and how to improve practice within the nursery.

There are ambitious plans for refurbishment and organisation of the areas where children play and learn. The senior management team acknowledges the need to make significant improvements to the resources for children in order to provide them with a high-quality learning experience. They are confident in their ability to move forward and sustain the necessary improvements to the nursery.

Parents express lack of confidence in the nursery. The senior management team is aware that they need to build upon these relationships and work closely with parents in order to build their trust. In doing so, they are confident that they will continue to strengthen relationships with all those who care for children and deliver better outcomes for all children who attend the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the equipment used for the purpose of childcare is suitable for that childcare. (Suitability and safety of premises and equipment) (applies to both parts of the Childcare Register)
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY359405
Local authority	Oxfordshire
Inspection number	815422
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	118
Name of provider	Petite Enfants Limited
Date of previous inspection	20/10/2009
Telephone number	01993 864 570

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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