

Petit Enfant Day Nursery

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

Inspection date

27/11/2012

Previous inspection date

17/10/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

4

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

- Children do not develop settled relationships with staff due to frequent changes to the staff team and the children's key persons.
- Children do not make sufficient progress in their learning and development because staff have insufficient skill and knowledge to support children's learning and development.
- Activities are not always matched to children's needs or interests. There is a lack of resources to cover the seven areas of learning.
- Staff do not always understand their role and responsibilities. This means that the time for children to rest and play is disrupted and staff are not aware of activities planned for the children they care for.
- The nursery does not support physical development well. Children do not have sufficient opportunities to develop control and confidence though exploring how they move their bodies.
- Partnerships with others involved in supporting children's care and education are not sufficiently established to identify individual needs or help children progress.

It has the following strengths

- The nursery has begun to improve the learning environment to make it more welcoming and stimulating for children.

- The senior management team keep safeguarding a priority. Children are cared for in a secure environment and there are effective procedures to recruit and vet new staff.

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.
- The inspector sought the views of several parents and children throughout the inspection.
- The inspector looked at the nursery action plan and a sample of other documents including children's development records.
- Joint observations were undertaken with the acting manager in three of the rooms.
- The inspector held meetings with the operations support manager, acting manager and area manager of the nursery.

Inspector

Karen Prager

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 years old receive funding for the provision of free nursery education. The nursery supports children who speak English as an additional language.

The nursery employs 21 staff in total. One member of staff has a relevant degree, and one member of staff holds a foundation degree, ten members of staff are qualified at level 3 and eight 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 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 areas of learning and development, with particular regard to providing sufficient, high-quality resources to support this
- establish a programme of staff training and development to ensure staff offer a high quality learning experience to children that continually improves
- develop the educational programme for physical development by introducing greater opportunity for all children to be active and interactive and to develop their co-ordination, control and movement

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

- develop partnerships with other providers and schools in order to share information about children's needs and development and help children make progress.

Inspection judgements

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

The ongoing changes to the management of the nursery to the staff team and to the premises and resources are bringing about some improvement to the quality of care though the overall quality remains unsatisfactory. Staff knowledge about how to support children's learning remains weak in some staff. They lack the skills to engage children in play and get the most out of the available resources. For example, when young toddlers drink from a container in the water tray they are told not to do this, with no explanation of why and no engagement to extend their play.

There are not enough opportunities for children to explore each area of learning of the Early Years Foundation Stage. Some activities are poorly matched to the age and stage of children. For example, children aged one are offered pencil crayons to make marks. Practice is inconsistent, with some children selecting several crayons and others being prevented from only taking one. The staff do not consider the organisation of the day. For example, some do not know what activities are planned for the day. This means that staff attention on children's play and development is unfocussed. The children's rest period is sometimes poorly organised which means those who need to sleep disturbed. Staff do not demonstrate the skill of keeping children interested at group times.

Children do not always receive support to develop communication and language through conversation with staff. As a result most children throughout the nursery play quietly using little speech though older children chat to each other and those around them. Children's progress is not sufficient because staff do not make accurate assessments of children's current stage of development. Planning of activities is not effective in providing children with enjoying and challenging experiences. There are some systems to share information with parents. Staff are available to talk to parents each day and parents are invited to more formal meetings to talk about their children's progress.

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

Frequent changes to staff means that the key person system is not effective and children do not form close bonds with those who care for them. However, staff are generally kind to children. Babies receive cuddles when they are upset and toddlers who feel unwell are rocked to sleep while they wait to be collected. Some support is provided for children who are moving to another care group within the nursery. Most children throughout the nursery are calm. They behave in a suitable manner and some show kindness and empathy, for example when they pat another child who is trying to sleep. Older children attending after school generally engage well with the younger children though the lack of suitable resources means they sometimes become boisterous.

The lack of resources and the poor learning environment means that children's all round development is not supported. The premises are in the process of being refurbished and the outdoor play space is being re-landscaped. While staff have sought to minimise the disruption caused by the change of rooms and staff the children remain unsettled. There

are currently no displays in the children's rooms which does not promote a welcoming environment or enable children to take pride in their achievements. The recent addition of some high quality resources and some staff training means that children are now more stimulated and staff generally manage their behaviour appropriately. New furniture is in use and children now play with sand, water and paint. However there remain significant gaps in resources. For example role play resources remain limited and the outdoor play area is currently out of use. Most children are taken on local walks each day providing them with the chance to learn about their local environment. However children have limited opportunities to develop their physical skills, either indoors or outdoors.

Children have some control over their own learning because they can choose what they want to play with from the new open storage units. Some steps to improve children's independence and self-care skills have been taken as children can now access the toilets independently. There remain limited opportunities for children to take on responsibility such as at snack and meal times.

Older children learn to manage their own hygiene by washing their hands themselves. Staff have tissues ready to wipe the noses of younger children. Children are offered healthy food supplied by the nursery. Staff change children's nappies when required and toddler sleep on clean mats. The baby room remains calm and which helps children to settle to sleep, however the routine for older children is not always organised well leading to children being disturbed when they are trying to rest and sleep. Some staff have not assessed the risk of children using resources which are not appropriate to their age, for example young children put pencils in their mouth and walk around the room. There are some opportunities to learn about keeping them selves safe. The outings provide important opportunities to talk about keeping safe when crossing the road. Overall, there is insufficient challenge for all children and the environment does not promote their all-round development. Staff do not prepare children well for their next steps in learning or for school.

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

A process of change is currently ongoing under the new ownership. The senior management team has a secure understanding of the learning and development requirements and of how children learn and develop. However, this is not the case with all staff. A new and lengthy induction process is ready for new staff appointments. Staff performance is assessed through observation. However, the impact of this on practice, and therefore the children, has not been realised. Planning and assessment systems are in place, but not used effectively to help children achieve. Children's safety is generally well thought through and the secure premises are equipped with closed circuit television. Staff receive child protection training and understand their responsibilities in reporting concerns. The suitability of new staff is checked by obtaining the required clearance checks.

The senior management has taken the concerns raised at the previous inspection very seriously. They have a clear understanding of the areas to improve and the nursery has

received a support visit from the local authority development worker. A focused action plan is starting to bring about some improvements to the provision for children. The availability of resources has started to improve and some steps have been taken to improve children's health. A staff training programme has begun and staff show that they are willing to learn, though it is rightly recognised that it will take time to develop and embed their skills in meeting the needs of all children and closing gaps in achievement.

Senior managers monitor staff performance by spending time in the rooms observing their practice. Some changes have been made as a result. A training programme has begun so that all staff become aware of the foundations of learning and staff have had some opportunities to observe good practice. Some improvement has been made as staff are now aware of the importance of greeting parents and children on their arrival, and interact with children more during the day.

Most parents spoken to are positive about the steps that have been taken to improve the quality of provision. Staff appear to be developing positive relationships with parents and carers. They are willing to discuss concerns and they encourage parents to share any particular needs of their children. Parents are aware of the complaints procedure, which staff implement appropriately. Staff do not fully understand the importance of partnership working and partnerships with other providers are not sufficiently well developed.

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) (compulsory part of the Childcare Register)
- ensure the equipment used for the purpose of childcare is suitable for that childcare. (Suitability and safety of premises and equipment) (voluntary part of the Childcare Register)

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	893476
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	17/10/2012
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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