

Petit Enfant Day Nursery

Petit Enfant Day Nursey, West Oxfordshire Industrial Park, Wavers Ground, Brize Norton, CARTERTON, Oxfordshire, OX18 3YJ

Inspection date

19/11/2012

Previous inspection date

07/09/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- All children enjoy their play in a calm atmosphere and make good progress in their learning in relation to their starting points.
- There is strong leadership of the base rooms. This enables staff to support children through much individual interaction about what they are doing and interested in.
- Staff use resources well to provide children with choices and a wide range of challenges to investigate, solve problems and use their imagination. Babies and young children benefit from exploring many sensory and natural materials, including 'texture' walls.
- The provision strongly meets all requirements to safeguard children's welfare. Staff maintain detailed, daily documentation to consistently meet children's care needs.
- In-depth evaluation of practice and secure backing from the company management enable the committed staff to continually improve the nursery by addressing a wealth of development plans.

It is not yet outstanding because

- There is scope to extend the partnership with parents, by involving them in consistently contributing to the children's learning records to enhance the activity planning.
- Children's growing independence is not fully supported by encouraging them to preparing their snacks.

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 activities and/or routines in the six play rooms and the outside area. The inspector completed a joint observation with the pre-school leader of children playing outdoors.
- The inspector held meetings with the acting manager of the provision, the area manager and the special educational needs coordinator.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of staff suitability and qualifications, the provider's self-evaluation forms and some daily records.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in an impartial survey.

Inspector

Angela Cole

Full Report

Information about the setting

Petit Enfant Day Nursery (Wavers Ground) is one of the provisions run by Midcounties Co-operative Childcare. It opened in 2007 and operates from purpose-built premises on the

West Oxfordshire Business Park in Carterton, Oxfordshire. There are five base areas on the ground floor for the day care provision. There is further accommodation on the first floor for pre-schoolers receiving funding elsewhere and for out-of-school care and wrap-around provision. A rear enclosed garden is available for outdoor play. Children attend from Carterton, surrounding villages and as far afield as Swindon. The nursery operates on weekdays from 7am until 6pm all year round, with the exception of bank holidays.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It cares for children from three months to under eight years and for older children out of school up to the age of 11 years. The nursery is currently caring for 175 children on the Early Years Register. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four years.

The nursery employs 38 staff to work with the children, of whom 30 hold relevant qualifications. There are two members of staff working towards a qualification and one staff member with level 4 training is gaining the Foundation Degree in Early Years. A staff member has a Forest School leader's qualification. The nursery holds an Investors in People award and in September 2012 gained the National Day Nurseries Association's 'e-Quality Counts' assurance award.

What the setting needs to do to improve further

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

- enable parents to have more regular opportunities to contribute to children's learning and development records as part of the ongoing observation and assessment processes
- enhance opportunities for children's growing independence as they learn to do things for themselves, for example, in daily snack routines.

Inspection judgements

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

Staff have a positive impact on children's learning and development which results in children making good progress. Through repeated general information sheets from parents and learning records from the previous base key person, they are well aware of

children's starting points. Staff use ongoing observational assessment to incorporate information about children's activities into the planning. They revise these plans weekly to keep themselves well aware of children's current learning needs through their interests.

The educational programmes for all seven areas of learning effectively help children to work towards expected levels of development. Babies and toddlers achieve good personal, social and emotional development. They enjoy the challenges to develop physically and receive plenty of stimulation from attentive staff to extend their communication and language skills. All children enjoy books and become engrossed as staff willingly read stories to them. Older children gain good levels of understanding in literacy and mathematics, for example, in use of initial letters, rhyming words and recognising numbers. They have ample opportunities to gain understanding of their environment. These include exploring different traditions through arts and crafts. Children cooperate to express their vivid imaginative ideas through small world and role play, for example, using dressing-up and doll's house resources. Where children speak English as an additional language, attentive staff focus well on their communication skills.

All children receive strong support to develop good attitudes and skills to learn effectively. Staff skilfully give babies and young children the space and time to explore what they are interested in. As a result, when older, they concentrate and persevere in their learning. Staff plan many well focused routines so that children move seamlessly on to their next stage in learning and have good social and learning skills. For example, older children usually dress themselves and help to set the tables for lunch. However, their learning and independence skills are not maximised by routinely involving them in the preparation of snack foods.

Most staff have a good understanding of how to offer effective challenges to take individual children forward in their learning. In the baby rooms, staff offer homely, welcoming environments where very young children's exploration and achievements are continually commented on and valued. With toddlers and older children, staff frequently use open comments and questions to help them think in further depth. Key persons know their children well and effectively use their starting points and interests to foster their learning and development. For example, all children receive particularly good encouragement to talk about their homes and families.

Staff effectively engage and motivate children individually and in group activities. For example, they extend children's interest in the natural world and festivals through outings and by encouraging them to cooperate on seasonal collages. Young children eagerly join in with the actions and words of rhymes and songs, for example, about a rocket. Older ones also respond well to challenges and enthusiastically accompany their singing with clapping in time to the beat of the music.

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

Effective deployment of staff through the key worker and buddy systems helps to ensure that all children form secure emotional attachments. These provide strong support for

babies who are developing curiosity and exploration and for all children to develop their future learning. For example, babies enjoy going outside each day into the garden or being taken for walks to use the facilities of the nearby park. The two-year-olds have the benefit of being with older children as they play outdoors at times during the day. The older ones learn to be considerate of the younger ones and include them in some of their play, for example, as they negotiate 'the mound'. They develop special friendships with other children and often engage in imaginative play with them. Throughout the nursery, children play well together and receive effective support from their room workers to understand the consistent expectations for behaviour. Children learn to share resources and after school, for example, children willingly allow others to take turns to use the computer without fuss. They carefully help to tidy away when they have finished playing and understand the importance of being considerate towards others.

Children display a good awareness of taking responsibility for the safety of themselves and other people. For example, when outdoors they wait patiently until others have gone past before scooting along the path themselves; they negotiate doors with care and use the stairs safely by holding the handrail. Babies and children reach for themselves a wide range of good quality resources and play materials that cover the seven areas of learning. These are stored in many low-level units and containers so that children have a look and make their own choices about what they play with. Younger and older babies enjoy exploring their rooms that staff set out attractively with good use of colour, texture, natural materials and real household objects. They progress to move around freely, being able to pull themselves up to standing and making decisions for themselves about what they play with. Two-year-olds benefit from the security of carefully laid out, well-maintained areas for care and learning. Pre-school and after school children choose to practise a wide variety of skills in attractive surroundings, for example, creating models and role playing using the many attractive materials displayed at their level. The effective presentation of the resources supports babies and children to be independent and to try out new experiences.

Children learn effectively about the importance of healthy lifestyles. Staff are diligent concerning the quality of personal care and hygiene of the younger children. Pre-schoolers know why they spend time on their personal hygiene and wash their hands before eating to 'get rid of the germs'. Meal times are sociable occasions where children sit together in their age groups with their staff to eat freshly prepared, healthy meals and snacks. Babies and toddlers look forward to known routines and settle without fuss at sleep times. Children are active during outdoor sessions in the fresh air and when negotiating age-appropriate larger equipment at the park. Older ones eagerly look forward to their weekly sessions at 'Forest School', where they safely explore woodland to hunt for bugs, complete leaf rubbings and climb trees.

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

The acting manager, with secure support from the company area manager, has a clear, informed overview of the nursery's work. She and her senior staff team have a strong

understanding of their responsibilities in meeting children's learning and development requirements. Throughout the nursery, key persons use the same system for observing and assessing children's progress. They use this effectively to support children, particularly when they are moving to the next base room. Good systems are in place for checking children's progress through six weekly monitoring by key persons and the managers' spot checks. The skilful support of the experienced special educational needs coordinator also enables key staff to effectively identify children who may need extra support to close gaps in their learning.

All staff play their part in fulfilling their responsibilities to effectively meet the safeguarding and welfare requirements of the Early Years Foundation Stage (EYFS) at all times. Staff implement these requirements consistently across the nursery to create an environment that is safe, welcoming and stimulating. All staff have a good understanding of how to keep children safe and most have undertaken in-house child protection training. The designated person has completed extended training and has a particularly good knowledge and experience of how to respond where there are concerns about a child. The company management regularly reviews arrangements for safeguarding, including any incident and accident reports. Staff are all thoroughly vetted before they are allowed to work alongside children and undergo rigorous recruitment and induction procedures. All staff are well aware that only vetted and authorised persons may have sole access to children. They discuss such safe practices in meetings and consistently practise these throughout the nursery.

The acting manager and her team of staff work well in partnership with parents and carers. Families receive clear information in welcome packs, news letters and through well displayed information throughout the nursery, including about the EYFS. They are particularly well included in liaison with a range of external services to secure effective support for children with special educational needs and/or disabilities. Parents receive in-depth information about their children's achievements and progress in daily handover conversations, written notes and bi-annual meetings with their children's key persons. However, they do not have extensive opportunities to contribute to children's records through sharing about children's achievements at home to enhance the provision at the nursery. Parents are clearly appreciative of the nursery, saying that staff are friendly and approachable and give them all the time and support they need. Staff are well aware of the importance of partnership working with other early years providers. They liaise well with feeder schools and other early years settings through discussion and documents, including communication books, to share information about the children.

Supported by the company, the nursery has strongly developed systems for performance management and staffs' continuous professional development. Staff are well supported through regular meetings that include input on policies, procedures and wider issues. For example, staff share knowledge gained on external training, including about the key person system. The management employs rigorous and effective systems for self-evaluation that inform the nursery's priorities and are used to set challenging targets for improvement. High value is placed on the views of staff and families to improve the provision, for example, through meetings and independent reviews. Management and room staff have effectively implemented the previous recommendations concerning the key person system and adult interaction with children. Well focused improvement plans

include embedding the revised observational assessment, planning and monitoring systems, setting up a parents' forum and refurbishment of the outdoors.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY355997
Local authority	Oxfordshire
Inspection number	889264
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	175
Name of provider	Petite Enfants Limited
Date of previous inspection	07/09/2011
Telephone number	01993 841700

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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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