

Les Enfants Private Day Nursery

486-490 Wakefield Road, HUDDERSFIELD, West Yorkshire, HD5 8PU

Inspection date	11/04/2013
Previous inspection date	08/12/2008

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

- The thoughtfully planned playrooms and outside area create enabling environments for all ages of children, to promote independence and to engage them in purposeful play. They benefit from a wide range of play materials to support their learning and development.
- The key person system is firmly embedded and children feel safe and secure. Partnerships with parents, carers and other professionals are strong and, as result, children make good progress in their learning and development.
- Children behave well and are confident because staff provide clear guidance about what is acceptable behaviour and consistently praise and acknowledge their achievements.
- Children's communication and language are given high priority; lots of opportunities are available to develop their skills. For example, children of all ages enjoy listening to stories and joining-in with action songs.

It is not yet outstanding because

- Opportunities for children to use information and communication technology resources and programmable toys are not freely accessible to teach children to explore, understand why things happen and how things work.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector looked at resources in the playrooms and outdoor area.
- The inspector observed a joint activity with the manager and observed children playing and talked to key persons of two children.
- The inspector talked with the manager, looked at children's records, planning and at a variety of documentation.
- The inspector spoke to parents and also looked at written responses from them.

Inspector

Jane O'Callaghan

Full Report

Information about the setting

Les Enfants Private Day Nursery was registered in 1995 and is on the Early Years Register. It is situated in two renovated cottages in the Huddersfield area of West Yorkshire, and is managed by Les Enfants Private Day Nursery Ltd. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- increase opportunities for children to use information and communication technology resources and programmable toys to explore why things happen and how things work.

Inspection judgements

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

The manager and staff recognise that children learn through play and provide a stimulating and welcoming environment where children feel confident and secure. They have a good understanding of the learning and development requirements and how to engage and capture children's attention. Staff know the children very well and undertake thorough observations. They use this information effectively in order to plan challenging experiences for individual and groups of children. Consequently, they make good progress in their learning. Parents receive regular daily feedback and more detailed periodic written summaries and assessments showing them what their children have achieved. Parents also contribute well in their children's learning records and also record what they are learning at home. This ensures continuity of learning and good identification of children's individual progress. They are invited to attend parents' evenings and have easy access to a broad range of information about activities and learning objectives within the nursery,

through informative noticeboards. Consequently, parents are fully included and are helped to understand how to support their children's learning.

The manager and staff demonstrate a secure knowledge of the requirement of the progress check at age two. Information and resources are in place to ensure that these include all of the required information for parents and others. All of these elements enable them to accurately assess the development of two year old children and provide relevant information to aid their progress.

Children's communication, language and literacy are effectively promoted across all areas of the nursery. They enjoy easy access to a broad range of books and reading materials which are available both indoors and outdoors in the garden. Very young children enjoy the experience of sharing stories with staff and point enthusiastically at the familiar pictures. Babies grow in confidence as they join-in enthusiastically with the actions of favourite songs and rhymes. For example, staff sing 'twinkle twinkle little star' to the babies; some try to copy the actions made by staff and receive positive praise from them. Quality of teaching is good, as staff actively extend and support children's play. For example, children write invitations for a party, they use their imagination to travel on the train and some children visit the hair salon. This supports children well across the seven areas of learning, in particular, focussing on their communication and language and their personal, social and emotional areas. Children's understanding of mathematics is effectively promoted as staff introduce counting as children play both indoors and outdoors. For example, children recognise that anything can be counted and count the steps as they climb up and down the stairs with numbers displayed on the side for them to recognise. Babies have good opportunities to crawl around the playroom and access different textures in the variety of treasure baskets. They reach for the different materials and place them on their face and staff give clear explanations as to the material being 'smooth' and 'rough'. This begins younger children's recognition of new words and different textures. Children enjoy being physically active and have regular access to the well-resourced outdoor play area. Children run around and sit on the wooden bikes pushing them up the slight slope and getting excited as they freely go down shouting 'I'm going fast now'. Younger children fill buckets of water and transport them in the wheelbarrow and together with the aid of staff, mix in the sand tray. Younger children are keen to join in the tray full of flour and shaving foam and scoop the mixture into the spoons. This promotes children's malleable and measuring skills as they tell staff how full it is. Older children have opportunities to access the computer and have good mouse control as they make pictures on it and show to friends. However, opportunities for younger children to freely use and access technology resources and programmable toys to explore why things happen and how things work are limited.

The nursery has a good transition policy and procedure in place. When children are moving on to school they invite the teachers from the schools into the setting to meet the children. They share the children's learning records and complete reports for the reception teachers and also take the children to visit the school they will be going to. This ensures good continuity of care and education.

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

The effective implementation of the key person system across the nursery ensures that children form secure emotional attachments. All children show a strong sense of belonging within the provision and settle well because staff have a good knowledge of their individual likes, needs and routines. Settling-in sessions are negotiated and planned with parents and are reflective of the individual needs of children.

Children are cared for in a calm and caring atmosphere which creates a positive learning environment for all. Careful consideration is made to the presentation of resources which ensures that children are able to make independent choices in their play. For example, very young children explore their environment with increasing confidence and independence. They move around the room and investigate the contents of toy boxes that are easily accessible on low-level shelves. Pre-school children have easy access to a broad range of well-presented activities and equipment. Areas are clearly identified both inside and outside and children move freely between them.

Children behave well. Older children play cooperatively with their peers and are encouraged to share, take turns and be kind to one another. They demonstrate a growing responsibility within the provision and understand what is expected of them. For example, children hold on to the hand rail and walk behind each other as they come down the stairs to minimise the risk of injury to themselves or others.

Children's understanding of healthy practice is well-supported. They have daily opportunities for all children to enjoy outdoor play along with walks out in the community. Children are provided with a good balance of meals and snacks that are freshly prepared on the premises. Information is shared with parents and children about making healthy food choices and menus are displayed for parents. Children show a clear knowledge of how to keep themselves healthy as they wash hands before eating and after playing in the mud outside. Children develop good self-help skills. For example, younger children are supported in feeding themselves and do so with increasing skill. Children are given the time and space to try and do things for themselves but are confident to ask for help when they need it. Before playing outside, older children find their own coats and shoes which they put on with minimal help from staff.

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

The manager and staff have a good understanding of the Early Years Foundation Stage framework. The safeguarding and welfare requirements are clearly understood and policies and procedures have recently been reviewed and updated. Consequently, they contain all of the necessary detail to underpin practice within the nursery. Good, clear risk assessments are completed on all areas both inside and outside and any outings that children go on, and these are regularly reviewed, ensuring a safe environment for children and staff. Established recruitment procedures mean that staff complete the required suitability checks and have attended a variety of training courses. Staff complete a thorough induction process to help them understand their responsibilities. This includes information about emergency evacuation, safeguarding and buddying up with a member

of staff when working with children when they first start. Regular room and supervision meetings ensure that any gaps in knowledge or understanding can be identified and addressed through in-house discussion or external training. The staff have completed all actions and recommendations from the last inspection. They have an appropriate complaints procedure in place for parents to follow and are fully aware of the changes that must be notified to Ofsted.

Partnerships with parents are well-established and they speak highly of the welcoming staff group and the care that their children receive. Arrangements are effective in ensuring parents play a full and active role in their child's care and learning. Their views are obtained informally through discussion and formally through regular questionnaires, newsletters. The nursery has built up strong links with outside agencies to ensure children's development is supported and also parents' needs and wishes are adhered to. For example, staff have good relationships with local authorities, the Children's Centre and special educational needs coordinators.

The manager and staffing team demonstrate a good capacity to maintain continuous improvement. They are in the process of completing an updated self-evaluation to ensure they are working in line with the new Early Years Foundation Stage and also identifying their strengths and weaknesses. They listen to parents' and children's thoughts and ideas when updating the evaluation. The staffing team have a common sense of purpose and work effectively together to continually improve opportunities for children to achieve and maximise their individual potential.

Planning and assessments are checked to make sure they are consistent and precise. Staff ensure that all planning is completed daily and is adapted to meet all children's interests, any additional needs are identified and their stage of development recognised. This ensures children's skills and abilities are monitored and that they continue to make good progress in their learning.

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 action. 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	311252
Local authority	Kirklees
Inspection number	907913
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	39
Name of provider	Les Enfants Private Day Nurseries Ltd
Date of previous inspection	08/12/2008
Telephone number	01484 453455

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Type of provision

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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, which are usually the childminder's 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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