

Petit Enfant Day Nursery

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

Inspection date

10/05/2013

Previous inspection date

19/11/2012

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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 are not always cared for by suitably qualified and skilled staff. This means planning is poor and activities lack challenge to interest and encourage learning.
- There is insufficient action taken to tackle areas of identified weakness to drive up the quality of care and learning. Consequently, children's progress is not good enough.
- Children are not fully safeguarded because staff's knowledge of safeguarding issues to protect children is not secure and therefore cannot be fully embedded in practice.
- Frequent changes to the staff team and poor transition arrangements means key staff are unfamiliar with the children in their care. Consequently, children do not form strong bonds with their key person.
- Babies and older children who attend for part of the day do not have daily opportunities to play outdoors.
- Partnerships with other settings where children also attend are not fully established to complement children's care and learning.

It has the following strengths

- Children play with good quality resources in a well laid out play rooms.
- Staff maintain positive partnerships with parents and share what they know about the children's development.

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.

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 throughout the nursery.
- The inspector met with the manager and deputy manager to discuss nursery practice.
- The inspector talked to staff, some children and parents to seek their views.
- The inspector reviewed a range of available documentation, including children's records, risk assessments and the complaints record.

Inspector

Karen Prager

Full Report

Information about the setting

Petit Enfant Day Nursery (Wavers Ground) first opened in 2007 and management transferred to the current owners, Midcounties Co-operative, in 2012. The nursery 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 the pre-school children and for older children who attend before and after school and during the school holidays. A garden is available for outdoor play. Children attend from Carterton, the surrounding villages and as far afield as Swindon. The nursery operates on weekdays from 7.30am until 6.30pm 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. Care is offered for children from three months to under eight years and for older children, the out of school provision cares for children up to the age of 11 years. The nursery is currently caring for 121 children in the early years age group. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery employs 30 staff to work with the children; of whom 29 hold relevant qualifications. This includes one member of staff who has attained Early Years Professional Status. 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff have a secure knowledge of safeguarding issues to protect children
- improve planning and learning opportunities, both indoors and outside, to add challenge and purpose to children's play, and provide all children with daily access to the outdoor area
- implement a system to identify and address the training and development needs of all staff members to ensure they offer a quality learning experience for children that continually improves
- improve the key person system to ensure that every child's care is tailored to meet their needs and offers them a settled relationship
- ensure children are cared for by staff who have the required level of qualifications, skills and knowledge
- improve staffing arrangements to ensure that continuity of care and children's learning is not compromised as a result of staff absences

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

- develop robust systems for self-evaluation through careful monitoring, analysis and self-challenge, and use the views of staff, parents and their children to help develop challenging targets for improvement that focus on raising the overall level of quality and children's achievements over time
- seek to complement children's learning in the other settings they attend by developing a two-way flow of information between the nursery and the other early years providers, so there is a shared understanding and consistent approach for all children.

Inspection judgements

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

Overall quality of provision is inadequate because knowledge about how to support children's learning is weak in some staff. They lack the skills to plan meaningful activities to engage children in play and get the most out of the available resources. For example,

outdoor play is largely organised as time for free-play. Staff do not consider planning activities for this time and support for children's learning is limited. The children's key person carries out some appropriate planning, based on their observations and assessment of children during activities. However, this knowledge is not shared in a meaningful way with the temporary staff which limits children's learning. Also staff do not take the time to read the children's development records. This means that children's learning is not consistent, particularly at times of transition between age group rooms. Overall, there is insufficient challenge for all children, including those with additional needs and those who are learning to speak English in addition to their home language. Overall, staff do not prepare children well for their next steps in learning or for school.

Although outdoor play is available; it is not provided for babies every day. In addition, children who attend on a sessional basis do not have daily opportunities to play outside. Staff do not make use of the learning potential that the outdoor area offers. Some staff interact well with children guiding their play, though others who are less experienced provide more of a supervisory role. When they do play outside, children happily use the outdoor toys to initiate their own play. They develop physical skills when they use wheeled toys, suitably negotiating other children and objects. Toddlers develop balance as they climb the small mound. A member of staff develops children's language when she talks to children about what they find. They introduce new words, such as 'catkin'. Children are supported in their curiosity and go in search of insects.

Young children develop an understanding of the world when they explore a range of smells provided in small bags, and staff sit with them as they feel the sand. One member of staff gives children small tasks when she makes dough. They sit and watch, showing interest in what she is doing. Staff provide activities for children to develop their communication and language skills. Older children have group times where they listen to a story. They choose to sit and draw and consider where to place some bricks to make a tunnel for the tractor. This shows that children are confident to engage in their environment and are suitably placed for developing their learning further.

There are some systems to share information with parents. Staff talk to parents before their children start attending so that their needs and interests are known. Each day, staff are available to talk to parents, about their child's learning. Parents are invited to share their children's 'wow' moments and to attend more formal meetings to talk about their children's progress. Staff are aware of the need to provide a summative assessment to the parents of children who are two and a system is in place to provide this information.

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

Overall, children are calm and settle well when they arrive. Staff provide a suitable level of care, sitting with the babies on their lap, and changing nappies when required. However, the changing nature of the staff group at present means that the key person system is not effective and children are not cared for by a consistent staff team. While staff try to minimise the disruption, the children are not able to form close bonds with those who care for them. Also, because temporary staff do not always understand their roles this, at

times, leads to poor staff deployment. As a result, although children are supervised, they do not receive quality interactions from staff; this impacts on their care and learning.

Children behave well and staff encourage them to share the toys. Older children attending after school engage well with the younger children. They all wait patiently for their turn to play with a popular toy. Children sit together for their snacks and meals and eat healthy food supplied by the nursery. Children develop independence helping themselves to their drinks at the 'drinks station'. Staff follow parents' wishes in relation to weaning babies. They sit closely to those who are learning to feed themselves and take extra care to help ensure that the consistency of the food children eat is appropriate for their age and stage of development. Children sleep according to their needs. Toddlers have individual bedding and sleep on clean mats, arranged with space for children to sleep with minimum disruption in calm and quiet rooms. Older children learn to manage their personal needs, such as washing their hands and putting on their coats. This means that children's healthy development is suitably supported.

Most of the nursery rooms have been decorated recently and many new items of furniture and wooden toys are provided for children. This has positive impact on children's play and they benefit from these high quality resources. Children chose what to play with from open storage units placed around the room. This gives them some control over their individual learning. However, the provision in the outdoor area is not as well developed and not all children have the opportunity to play outside each day. This means that staff do not provide as well for those children who learn better outdoors.

Most staff are trained in first aid; they respond promptly to deal with any accidents or medical emergencies, which helps to promote children's welfare and safety. There are some opportunities for children to learn about keeping themselves safe. Staff remind children to look out for others when they use the wheeled toys in the garden. Occasional outings provide children with opportunities to talk about keeping safe when crossing the road.

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

The inspection was brought forward due to a number of concerns about the ability of staff to keep children safe. The concerns were particularly around safety when children are eating and the procedures staff follow when administering first aid. There were also concerns around the supervision of children, both inside the premises and when on outings. Following notification of a recent incident, Ofsted carried out a visit and issued a notice to improve that required the setting to review risk assessments after any incidents and make sure that staff are aware of any changes and implement changes in risk management. They were also asked to improve sleep arrangements. This inspection found that incidents relating to the concerns did take place and at that time the provider did not meet the legal requirements for safeguarding children. Following the incidents and Ofsted's visit, the manager carried out thorough risk assessments, looking at the risks highlighted by each incident. Prompt action was taken to help ensure staff are aware of

the safety action they must take to minimise potential risks. Checks are made to ensure staff follow correct procedures when taking children off the premises, or when taking a group of children into other areas of the nursery. There were no concerns found with regard to feeding children or to staff following first aid procedures. Sleep arrangements are now improved. However, it was found that children are not always cared for by the required levels of qualified staff and this affects how well they are safeguarded and supported in their learning and development. The provider and manager have a suitable understanding about the safeguarding and welfare requirements. However, staff's knowledge about safeguarding children is not fully secure or embedded in practice. As a result of the inspection findings, the nursery is required to take further action in relation to safeguarding children and staff suitability. This is because they had not complied with the requirements relating to these aspects set out in the Statutory Framework for the Early Years Foundation Stage and the Childcare Register requirements.

The nursery is currently undergoing a period of change. There was a change of ownership last year and there has been a high turnover of staff. Recruitment is underway for a permanent staff team and meanwhile, vacancies are covered by temporary staff who do not always hold appropriate qualifications, knowledge and skills. The disruption of the staff team has had a negative effect upon staff morale and the quality of care children receive. However, staff do try to minimise the impact of these changes on children. The manager works hard to organise the agency staff so that they work with the children they are most familiar with; however, this is not always possible. This means that children do not get adequate support for their learning.

Since the change of ownership, improvements have not been sufficiently robust and rigorous. The manager who is new to the nursery is not fully effective at monitoring staff practice to ensure staff develop the skills and knowledge they require. A system of appraisal is in place, but not fully embedded, which means the system has limited positive impact. The manager does undertake some evaluation of the practice and talks with staff so that they start to understand the process of reviewing quality. A quality focus team has recently completed a series of support sessions with the staff to role model best practice and interactions with children. However, the impact of this on practice, and therefore on the children, has not been realised. Staff are not always clear of their role and lack confidence and skills in supporting children's development. Planning and assessment systems are in place, but are not used effectively to help children achieve.

Staff develop positive relationships with parents and carers. Parents spoken to are positive about the care that their children receive. They comment on how they appreciate the friendly staff and value good communication about their child's development. Staff 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, which results in partnerships with other providers not being sufficiently well developed. This affects the continuity of care and support for the learning of those children who attend more than one setting.

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 that children receiving childcare are kept safe from harm (compulsory part of the Childcare Register)
- ensure that children receiving childcare are kept safe from harm (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 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	EY355997
Local authority	Oxfordshire
Inspection number	918129
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	121
Name of provider	Petite Enfants Limited
Date of previous inspection	19/11/2012
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, 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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