

Les Enfants Private Day Nursery

Fieldhead Lane, Birstall, BATLEY, WF17 9BH

Inspection date	06/08/2013
Previous inspection date	10/06/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Overall, children are supported in meeting the milestones for their age because there is a good balance of adult-led and child-led play.
- Children develop their understanding of self-care because appropriate hygiene routines are in place. This helps them to become independent when the time comes for them to move on to school.
- Children's safety is maintained because there are clear lines of accountability, staff are knowledgeable about the procedures of the setting and are vigilant, ensuring children are supervised well.

It is not yet good because

- Information about children's interests and starting points is not obtained from parents when children enter the setting. As a result, early planning is not tailored to their individual needs because it does not take account of their interests or prior skills.
- Partnerships with the local schools are not robust enough to ensure children receive high levels of support during transition.
- Not all parents are aware of who their child's key person is. This means they do not know who they should be sharing information with about their children's care routines, learning and 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 in the main play rooms and the outside learning environment.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and the provider's improvement plan.
- The inspector took account of the views of a parent spoken to on the day and from information included in the setting's own evaluations.

Inspector

Nicola Dickinson

Full Report

Information about the setting

Les Enfants Private Day Nursery was registered in 2003 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Birstall, Batley and is managed by Les Enfants Private Day Nurseries Limited. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 and above.

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 59 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 with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- obtain information from parents about children's starting points and interests when they enter the nursery. Use the information in early planning to provide educational programmes that are tailored to meet their individual needs, by taking into account the skills they have already acquired and their preferences for learning
- ensure all parents know who their child's key person is and what the key person's role is in supporting them.

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

- be proactive in developing partnerships with the local schools to ensure relationships with them are strong, thus, making certain children receive high levels of support during periods of transition.

Inspection judgements

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

Practitioners in the nursery have a sound knowledge of the Early Years Foundation Stage. They understand how good quality teaching promotes children's progress towards the early learning goals and their expectations for children's development are appropriate for their age. The nursery is friendly and welcoming. Children's independent investigations are supported by a variety of interesting activities, both indoors and outside. For example, children enjoy sensory play using corn flour and water. They use toys that squirt in their play and their squeals and laughter demonstrate their delight as they anticipate the jet of water. Practitioners participate in children's play with enthusiasm and this encourages less confident children to join in. Children are supported in developing their communication and language skills because practitioners use props, such as story books, effectively to promote children's language development. Many objects around the nursery are labelled and this helps children develop their understanding of written language.

Children have access to a wide variety of resources that allow them to make choices about their play. The pre-school room has been designed to maximise space and separate the different areas of learning. For example, there is a home corner to support role play, a creative area to encourage art and design and a computer area to promote understanding of technology. Practitioners guide children in their use of equipment, such as computers, to ensure they fully explore learning opportunities. Children in the pre-school room participate in small group activities where they learn to listen to each other, share their ideas and take turns in speaking. This helps to prepare them for the learning environment they will experience in school. Children develop their own themes during role play and their ideas are supported through open-ended questioning and prompts. For example, they make tickets for their dance show and invite the other children to come and watch them. Children can choose from a large variety of construction materials in different shapes and sizes. They select those that best suit their purpose, such as large blocks for making an obstacle course. Activities are sometimes shared with parents. They provide recycled boxes for junk modelling and practitioners help children to make models of their homes from the boxes. This helps them to make connections between different aspects of their learning.

Practitioners make appropriate use of guidance documents to develop individual learning plans that focus on possible areas of development for each child. Key persons are knowledgeable about where each child is in their learning and by completing assessments and observations they can track children's progress across the seven areas of learning. Practitioners do not, however, obtain information about children's interests and starting points when they enter the nursery. This means they cannot be sure that early planning offers children challenge because it does not take account of the skills children have already acquired, or their preferences for learning. Children with special educational needs and/or disabilities receive suitable levels of support from key persons who are knowledgeable about their individual needs. Learning records show early intervention strategies are helping them to make steady progress towards the early learning goals.

Feedback about activities children have enjoyed is shared with parents on a daily basis and they are given suggestions to help them support children's learning at home. Learning records are available for them to view or take home so that they can make comments and contribute to their children's assessments. They are also invited to attend regular parent evenings where they can discuss children's progress with key persons. Practitioners complete assessments, such as the required 'progress check at age two' and summative assessments, which are shared when children move on to school.

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

Children in the nursery demonstrate they are contented and settled. They are self-assured around visitors and demonstrate their confidence by independently choosing resources and chatting about their friends and learning experiences. Children from the pre-school room enjoy the benefits of free access to the outdoor play area. Outdoor play for the youngest children is at planned times during the morning and afternoon sessions. They explore a range of resources that support independent investigation, such as sand play. Children use small and large climbing equipment to develop physical skills and learn how their bodies benefit from healthy exercise. Practitioners teach them to risk assess for themselves, for example, how to use the balance beams safely. A garden area where they plant flowers and planned topics, for example, studying mini beasts, supports their understanding of growth, decay and change.

Children's understanding of healthy eating is promoted because they are encouraged to make choices from healthy meals and snacks. Children enjoy home-cooked nutritious meals prepared by the nursery cook. Older children are encouraged to serve themselves at lunchtime. This helps to prepare them for the routines they will experience when they move on to school. Menus are displayed and notice boards share information about healthy diets with parents. Children learn personal hygiene and develop their knowledge of self-care through practical routines, including brushing their teeth after lunch. This helps them to be independent in their self-care when they move onto school.

Children visit the nursery with their parents and settling-in sessions help to smooth transition, providing some continuity in their care. The nursery has an open-door policy and this means parents can visit the nursery whenever they wish. A key person system is in place and this ensures children develop caring relationships with chosen adults. However, not all parents are aware of who their child's key person is, or what the key person's role is in supporting them and their child. This means they are not sure who they should be sharing information with or who is their main contact in the nursery if they have any concerns. During transition into each room, children are accompanied by their key person and this ensures their need for additional emotional support is met. The nursery completes transition forms for children when they move on to school and this ensures essential information about children's learning and development is shared. The nursery provides out-of-school care and this means children still enjoy some consistency in their care when they move on to school. However, partnerships with the school are not yet robust enough to make certain children receive high levels of support during transition into school.

Displays around the nursery and resources, such as, stories and small world toys, depict people from different cultures and people with disabilities. Children with special educational needs and/or disabilities are fully included in the nursery and age-appropriate discussions help children to understand why their needs may be different. They also develop an awareness of the needs of others through planned activities that are shared with parents, such as growing daisies for a cancer relief charity. Teaching children to understand and tolerate each other's differences helps to prepare them for the larger social environment of school. Children demonstrate that they are developing strong peer relationships as they participate in activities with their chosen friends. They behave well and help each other, for example, they work together to set up the outdoor area and tidy up after activities. Parents demonstrate that they value the contribution the nursery makes to their lives with comments, such as 'They are fabulous', 'Child has made good progress in her physical skills' and 'It is homely and friendly'.

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

Les Enfants Day Nursery is part of the Les Enfants nursery group. The nursery provision is managed and monitored by a nursery manager and a senior management team. The management team demonstrates its commitment to raising the standards of the nursery provision by encouraging professional development in all practitioners. In-house training programmes support practitioners in developing their knowledge and improving their practice. For example, improving their planning to ensure it meets the needs of all children and developing their understanding of active learning. The senior management team support the nursery manager in evaluating quality of teaching and any underperformance can be addressed through regular staff appraisals. The nursery works with the local authority through their 'quality improvement programme' to identify strengths and weaknesses. Action plans target areas for improvement, such as improving planning to support children's learning.

The management team has a thorough knowledge of the learning and development requirements and they monitor practitioner performance to ensure educational programmes are effectively implemented. This ensures that, overall, children's experiences offer them challenge and help them to sustain steady progress across all areas of learning and development. Assessments are shared to ensure continuity in children's learning when they move on, for example, to the local schools. Ongoing assessment of all children ensures any additional learning needs are identified. Partnerships the nursery has in place with other professionals, such as, speech and language therapists; and family support workers, ensure children receive focused early intervention.

Practitioners in the nursery have completed safeguarding training to develop their knowledge of safeguarding issues. They are vigilant at all times and children are well supervised. They demonstrate they understand their responsibilities for ensuring children are kept safe. Entry to the nursery is by a buzzer and security measures are strictly adhered to. Detailed records of visitors are maintained. Attendance registers for children and staff records show that ratios across the nursery are maintained at all times. Policies

and procedures to ensure children's safety are sustained and reviewed by the senior management team and shared with practitioners. The nursery support parents' understanding of the nursery's practice by providing them with copies of the policies and procedures, so they are clear about the service they provide. Robust recruitment procedures are in place to ensure that practitioners are suitable to work with children. Detailed risk assessments are in place and daily checks ensure the environment is safe and suitable for children. Seven members of staff hold a current first aid certificate, which means that they can give appropriate treatment if there is an accident to a child in the nursery's care. Accidents and incidents are recorded and detailed records are kept.

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 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	EY244952
Local authority	Kirklees
Inspection number	914974
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	59
Name of provider	Les Enfants Private Day Nurseries Ltd
Date of previous inspection	10/06/2010
Telephone number	01924 478338

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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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