

Petit Enfant Day Nursery

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

Inspection date

09/08/2013

Previous inspection date

27/11/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Staff are kind, caring and enthusiastic. They are attentive to children's welfare needs and supervise them well as they play.
- Overall, staff support children well in their learning. There is a busy 'buzz' around the nursery as children and staff engage readily in activities together.
- Staff are making effective use of the new observation, assessment and planning system. As a result, children enjoy interesting learning experiences that reflect their individual developmental needs.
- The new manager and other senior staff have supported staff well in making significant improvements to practice. There is now a successful approach towards making sustained, ongoing improvement.

It is not yet outstanding because

- Staff do not always make the best use of open questions to challenge children's learning or pronounce letter sounds correctly to further enhance their early literacy skills.

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 two playrooms being used during the inspection and in the outdoor area.
- The inspector completed a joint observation with the manager in the one-year-olds room.
- The inspector talked to staff, the manager and the management team at appropriate points during the inspection.
- The inspector looked at planning documentation and children's assessment records.
- The inspector also sampled a range of other documentation, including evidence of staff suitability checks.
- The inspector took account of the views of parents spoken to on the day and from information from the nursery's parent surveys.

Inspector

Gill Little

Full Report

Information about the setting

Petit Enfant Day Nursery, which first opened in 2007, is currently rebranding to become The Co-operative Childcare Madley Park. The nursery is one of a national day nursery chain owned by Midcounties Co-operative. It is situated in Madley Park estate, Witney, Oxfordshire. It operates from five playrooms in a converted building with an enclosed garden.

The nursery is open on weekdays from 7.30am until 6.30pm all year round, except for bank holidays. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is caring for 99 children, 14 of whom are in the older age group. The nursery provides after-school care and a holiday club. It supports children with special educational needs and/or disabilities and those learning English as an additional language. It is in receipt of funding for the provision of free early education for children age three and four years.

The nursery employs 21 staff. All staff hold, or are working towards, a childcare qualification. One member of staff holds an early years degree; one holds an early years foundation degree; two are qualified to level 4; eight are qualified to level 3 and six are qualified to level 2. The chef holds a level 3 qualification in catering. The nursery draws additional staff from its own bank of supply staff.

What the setting needs to do to improve further

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

- encourage staff to further enhance the quality of interactions with children by making greater use of open questions and pronouncing letter sounds correctly.

Inspection judgements

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

On the day of the inspection, only two rooms were in use due to a quiet period during the summer holidays. Pre-school children and two-year-olds play well together and receive good support from the staff team. They are able to choose from a range of good quality activities covering all areas of learning. Some choose to play at the computer, showing that they are able to navigate the programme with confidence. Staff encourage children's

early mathematical skills by talking about numerals and encouraging them to count. At another table, older children practise writing numerals. Staff introduce discussion about numbers to promote children's understanding. Younger children playing in the water tray become aware of the concept of floating and sinking as staff encourage them to notice what is happening to the different objects. Enthusiastic discussions at snack time are successful in encouraging children to express their ideas and talk about their daily lives. Early writing activities and accessible books encourage children to develop their early literacy skills. Children thoroughly enjoy exploring the newly landscaped garden. They take pride in growing vegetables and they become engrossed exploring the 'mud kitchen'. Children have good opportunities for physical play as they climb through the tunnel, over the hill and ride around the path in pedal cars. Children develop their imaginative and creative skills as they pretend to be petrol attendants as other children drive past them. Staff support them well, encouraging children to stop for petrol, asking questions and extending the activity effectively. Overall, the quality of interaction is good, although staff do not always make the best use of open questions to challenge children's thinking and sometimes pronounce letter sounds incorrectly.

In the other room, one-year-olds are happy and settled. They enjoy a good variety of resources that are easily accessible so that they can freely choose what they want to play with. Young children explore sand eagerly with good support from a member of staff who asks questions and encourages other children to join in. Staff use lots of appropriate vocabulary suitable for children in this age group, such as simple nouns and early number language. Staff talk to children routinely throughout activities and routines, which has a positive impact on language development. Staff's successful involvement in play activities is helping children to develop good concentration skills and an ability to play well alongside others. Children enjoy an enthusiastic singing session, showing interest as they sit down near to staff and explore musical instruments. Children keenly explore the garden at set times in the day, which provides good opportunities for them to practise their increasing physical skills.

The nursery has introduced a new observation, assessment and planning system. Staff have received training and ongoing support from the senior team to help them use this system successfully. Although the system is new, staff show good levels of confidence in using it and are able to demonstrate that children are making expected progress for their ages. Staff make regular observations of their key children and use these to plan relevant and challenging activities. Staff are correctly completing the required two-year-old progress checks. Children with special educational needs and/or disabilities receive additional help and staff work closely with parents and other agencies to promote continuity. Staff learn keywords in children's home languages when English is an additional language in order to enhance communication and understanding. As a result, all children enjoy their learning and are developing well in preparation for their next steps and for school.

Staff provide regular feedback to parents about their children's learning and development through daily discussions, parent meetings and through sharing children's records. Staff encourage parents to contribute to their children's learning journey by completing 'wow vouchers' to highlight any significant steps observed at home.

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

Staff are kind, caring and enthusiastic. They spend their time playing with children, interacting with them and responding sensitively to their welfare needs. Staff find out about children's individual needs and care routines when they first start through discussions with parents and gathering written information. Staff are familiar with children's likes and dislikes and they quickly become 'tuned in' to new children. This approach helps children to settle quickly and to form genuine attachments with their key person. One-year-olds show that they feel secure and safe, playing calmly and enjoying the company of the staff caring for them. Older children benefit from the good role modelling by staff. When an imaginative game gets a bit silly, staff are quick to join in with the game, helping to calm things down and refocus children into positive play. Children learn to play safely and staff help them to remember safety rules, such as not running indoors. Children benefit from specific praise by staff, such as 'good listening', which helps them to develop a strong sense of right and wrong.

The nursery has made noticeable improvements regarding hygiene and supervision during toileting since a visit from Ofsted earlier in the year. There are now ongoing spot checks and support from senior staff, together with new initiatives, such as implementing a toilet checklist. As a result, toilets are suitably clean and staff now supervise children more closely to develop good hygiene practices, such as washing hands carefully. Staff change the nappies of younger children at appropriate times during the day to ensure that they stay dry and comfortable. Staff help children to wipe their hands and faces after eating so that they stay clean. Staff prepare children well for sleep, such as drawing blinds, providing bottles of milk if necessary and sitting with them to help them settle.

The nursery has a resident chef who provides healthy and nutritious meals and snacks. Children enjoy freshly baked pitta bread with carrots and cucumber for snack time, and a nutritious pie with vegetables at lunchtime. Water is easily accessible in the nursery rooms so children do not become thirsty throughout the day. Older children help themselves to water from a jug and younger children have clean individual beakers available for them. Children learn to serve themselves at mealtimes, with support from staff, which promotes their independence skills effectively.

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

The management team demonstrates a good understanding of its responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. There are robust systems to check the suitability of staff working with children.

Staff demonstrate a clear understanding of safeguarding children procedures, including possible symptoms of children at risk and how to respond if they have concerns. Staff receive regular training to ensure that they keep up to date with their knowledge in this area. Daily health and safety checks help to keep the nursery building safe and secure. Staff supervise children well to promote their safety, increasing supervision where necessary, such as when two-year-olds join the pre-school room.

The inspection was brought forward following a concern raised earlier in the year, which led to an Ofsted visit and resulted in actions being set regarding supervision and hygiene during toileting. The management team has successfully addressed these issues, and has met actions set at the last inspection effectively. Improvements are significant. Parents express their delight in recent changes, including the refurbished garden, improved resources and more consistent staffing. Staff state that they now feel well supported. Induction procedures are robust, such as completing a workbook to ensure that staff fully understand policies and procedures. The senior management team carries out 'learning walks' and room audits to regularly check the quality of practice and to make suggestions to staff for any improvement. The quality and development leader within the company has worked closely with staff to improve practice, such as implementing the new observation, assessment and planning system. Staff state that they receive helpful training during formal sessions and through ongoing support. They share good practice at regular staff meetings and they have annual reviews to support their ongoing professional development. They state that they receive positive support from the management team when they express interest in pursuing higher qualifications. This approach has had a positive impact on practice, on the morale of the staff team and on the care of children.

The nursery has diligently completed self-evaluation records and action plans to improve practice. The new manager has reviewed action plans routinely to ensure that improvements continue. There are ongoing plans for further development, such as enhancing the qualifications of the staff team. The nursery is keen to seek the views of parents. Parents are able to complete regular surveys and these indicate a significant increase in satisfaction since the start of the year. The nursery takes account of the views of staff through regular meetings, an ideas box and an open-door policy so that they can speak to senior staff as necessary. The nursery also takes account of the views of children through discussion and the use of pictures so that they can express their preferences. The nursery uses all this feedback to inform further improvements.

The nursery works well with other settings that children attend. Staff invite schoolteachers into the nursery to meet children and staff provide an achievement profile so that schools have a good understanding of children when they transfer. The nursery has also put into place communication books with other early years settings to promote continuity in children's learning and development.

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	EY359405
Local authority	Oxfordshire
Inspection number	925754
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	74
Number of children on roll	99
Name of provider	Petite Enfants Limited
Date of previous inspection	27/11/2012
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, 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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