

# Le Monde Petit Ltd

Bank Parade, Burnley, Lancashire, BB11 1UG

## Inspection date

09/09/2013

Previous inspection date

24/11/2011

## 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

- Children enjoy their time in the nursery, engaging effectively with knowledgeable and caring staff, who support them in making good progress in their learning and development.
- Strong and secure attachments between staff and children ensure that children's emotional well-being is fostered extremely well.
- All staff encourage children's good health and well-being. Children are safeguarded because the staff understand the policies and procedures, which protect the children in their care.
- The nursery develops successful partnerships with parents. Information is shared between staff and parents on a daily basis, in order to meet the children's individual needs.

### It is not yet outstanding because

- There is scope to provide more opportunities for older children to experiment with numbers and become familiar with numerals, in order to strengthen their interest in number recognition.
- The outdoor learning environment is not as well organised as it is indoors for early years children to learn about words.

## 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 children's play and staff interaction.
- The inspector talked with available staff and held discussions with the manager.
- The inspector observed children's activities throughout the visit both inside and outside.

The inspector examined documentation, including a representative sample of

- children's records, policies, accident and medication records, children's daily diaries, staff suitability, risk assessments and training records.

## Inspector

Sue Rae

## Full Report

### Information about the setting

Le Monde Petit Ltd was registered in 1992 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a single story premises in the centre of Burnley, Lancashire and is privately owned. The nursery serves the local area and is accessible to all children. There are two fully enclosed areas available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 and above. Two members of staff have Early Years Professional Status and another is a Qualified Teacher. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 114 children attending, who are within this 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 further improve the quality of the early years provision the provider should:

- review and enhance the stimulating learning environment to enable older children to extend their understanding of mathematics and experiment with matching numbers, numerals and objects by further reflecting numbers and numerals as labels
- develop ways to enhance the well-equipped outdoor play area by providing more resources, such as, names, signs and posters, to further stimulate children's interest in the written word.

## Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Attentive staff play alongside the children offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person when children first attend, provides a good base for establishing their starting points in learning. This enables staff to plan for individual children's progress from their

earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Children's records of learning include photographs and observations and these highlight the development they are making. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Parents are actively involved in contributing to their children's development through daily discussions and suggestions.

Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. Children develop their vocabulary using words, such as, 'pirates', 'crocodile' and 'ship' as they enthusiastically role play. Babies move freely and confidently explore their environment. They use furniture to support their standing and the emergence of early walking skills. Babies have plenty of sensory opportunities to learn about their world. They freely explore and investigate the treasure baskets, fascinated as they tip the plastic bottle and watch the coloured beads move, developing their co-ordination. Children help themselves to craft resources to create artwork, which is proudly displayed on the walls. Through social occasions, such as lunchtime and focused activities, children develop their personal, social and emotional skills. Children enjoy the social aspect of their time at the setting, becoming independent and confident individuals.

All areas of the nursery are well organised to allow children to select activities for themselves. Children are able to move around freely and have access to a well-resourced, secure outside space where they can use a wide range of toys and equipment to promote their physical development, which is progressing very well. They show confidence and an awareness of safety in exploring the outside space, balancing, climbing and riding bikes. However, there is scope to further extend opportunities for children to develop their interest in words in the outside space. For example, by providing signs and labels on trees, plants and flowers, to help children develop their understanding that words have real meaning. Children clearly enjoy taking part in singing, action and rhyming songs. When staff read stories, children are able to predict what happens next and join in with the story and their enjoyment and concentration is abundantly clear. These activities support children's early language development and literacy skills and promote their knowledge and understanding of the world around them. As a result, children are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto school. However, opportunities to further develop children's understanding of mathematics and experiment with matching numbers, numerals and objects, is not as well supported. This is because numbers as labels are not used as well as they could be, to ensure children's learning is always extended in this area.

Good quality information regarding children's needs and the activities they take part in are shared with parents. Through the completion of the information regarding children's starting points, parents contribute what they know about their child with the key person. This is further enhanced by sharing a daily diary, which notes the child's daily routine and interests. Daily discussions with parents regarding their child's progress and a culture of working together to assess and contribute to each child's learning and development, results in a consistent approach to their learning.

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

Children settle well at this friendly and welcoming nursery due to the flexible settling-in methods adopted by the staff. Parents and their children's key persons develop effective ways of sharing information about children's routines and individual needs. This supports them well during their transitions from home to nursery and helps them to settle happily. The good level of adult attention and warm interaction ensures that all children form positive and trusting relationships with their key person and other staff. This secure and safe environment helps them to develop self-confidence and judge risks for themselves as they try new activities. For example, young children enjoy climbing up the steps and walking down the slope, developing good balance and coordination as they carefully, with adult support, practise their new skills. Children have regular opportunities to enjoy fresh air and exercise in the outdoor playgrounds. They move freely and confidently in a range of ways, such as skilfully negotiating space as they ride their tricycles and safely steer away from children playing on the floor.

The nursery is attractively decorated with children's individual artwork and photographs of the children and the staff. This helps children to feel familiar and comfortable in their surroundings. Children confidently select from a wide choice of stimulating resources, which are stored at low-level and are easy for them to reach. This enables them to become confident learners and teaches them to make choices and play independently and cooperatively alongside others. Children's behaviour is positive due to the clear boundaries and gentle guidance provided by the staff. Staff work closely with parents and external agencies, in order to support children's behaviour through consistent methods. Children are encouraged to play cooperatively and share toys, as well as help to tidy up, developing their self-confidence and self-esteem.

There is a good nappy-changing procedure for young children and staff ensure that they are sensitive with them and record these events in the child's daily diary. Children are supported in washing hands, feeding themselves and attending to their own toileting needs. They are developing an understanding of a healthy lifestyle as they enjoy fresh, home-made meals. Staff talk to children about the importance of food and drinks during mealtime, to further develop their understanding. Children are beginning to learn about taking some responsibility as they clear away their plates and cups, developing their independence and self-help skills. Through staff vigilance in maintaining a clean environment and following children's individual routines, their well-being is secured.

Children are well supported in their transitions within the nursery. Key persons consult with parents when children move to another room to ensure all are informed. Learning journey records and other information is passed on, in order to meet and support children's individual welfare and learning needs. Parents and children are well prepared for the next stage in their learning and development as the setting supports them in making the transition to school. They develop confidence in various social situations, which prepares them for moving on. Good links with local schools ensures that children's interests and needs are effectively met. Links with other outside agencies are strong.

### **The effectiveness of the leadership and management of the early years**

## provision

Staff are confident of their responsibilities to safeguard children; they know the procedures to follow and fully understand who to report any concerns to. The designated safeguarding officers provide leadership in this field. All staff complete safeguarding training and the manager monitors their knowledge through questioning and discussion. High priority is given to children's safety. Staff ratios are good. They are sufficiently deployed throughout the nursery to ensure children's needs are effectively met. Regular and comprehensive safety audits are carried out by management, in addition to staff implementing the policies and procedures to ensure children's safety. A robust recruitment and vetting process is in place to check and monitor staff's suitability to work with children. All staff and students receive induction training and a checklist monitors they have been informed of all the relevant policies and practices. A written risk assessment is reviewed annually and records of evacuation practices are maintained. Each day, staff follow a checklist to help visually check that the nursery is suitable and safe for children. Legally required records for children's welfare are accurately maintained, such as children's attendance records and accident records.

The provider and management team have a good understanding of their roles and responsibilities with regard to meeting all requirements of the Early Years Foundation Stage. Through effective monitoring of the educational programmes, the manager and the qualified teacher, ensures that children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals. This involves monitoring the quality of planning and observing staff practice. The staff team are continually reflecting on what they do to improve the quality of the provision. Supervision and appraisal sessions offer staff support and identify opportunities for professional development. Staff have good opportunities to pursue training and develop their professional skills. The self-evaluation processes identify the setting's strengths and target plans are securely in place to ensure further improvements. Children and parents are involved in the process and their views are actively listened to and their ideas and suggestions implemented. The recommendations from the previous inspection have been fully met.

Parents are very complimentary about the nursery and make positive comments, such as 'the environment is friendly and the staff are very approachable'. They comment that their children are developing very well. Partnerships with external agencies and other professionals involved with individual children contribute to securing the support they need. Partnerships with schools are extremely good and this is especially beneficial to ensure there is a coordinated approach to meeting children's individual needs. This contributes to children's progression and the smooth transition to their next stage of education.

## 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

<b>Unique reference number</b>	309364
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	909873
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	110
<b>Number of children on roll</b>	114
<b>Name of provider</b>	Le Monde Petit Ltd
<b>Date of previous inspection</b>	24/11/2011
<b>Telephone number</b>	01282 427120

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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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