

The Co-operative Childcare Carterton

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

Inspection date	06/11/2013
Previous inspection date	10/05/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 requires improvement

- Management have put in place effective measures to bring about improvement and made some strong progress since the previous inspection.
- Staff establish warm and supportive relationships with children which build children's confidence and develop children's thinking skills.
- Staff make sure that they are available to talk with parents, which promotes consistency of care between home and the nursery.

It is not yet good because

- Staff do not always plan or use opportunities to sufficiently challenge children's learning and development and management do not make full use of data to monitor and review the educational programmes.
- Staff do not always organise the outdoor area well to reflect the different needs and interests of individual children.
- Parents are not fully aware of the that a buddy system is in place to provide consistency of care when their child's key person is absent.

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 nursery and in the garden.
- The inspector spoke with management, staff, children and parents.
- The inspector carried out a joint observation with the deputy manager.
- The inspector sampled documentation such as staff records and qualifications, incident reports, children's records and planning.

Inspector

Catherine Clarke

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 four 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. It offers day care on a sessional and full-time basis for children from three months, with out of school provision for children up to the age of 11 years. A maximum of 90 children in the early years age group may attend at any one time. Currently there are 79 children attending who are in the early years age group. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 21 staff to work with the children, of whom 17 hold relevant qualifications. This includes one member of staff who has attained Early Years Professional Status, one member of staff has a qualification at level 5, 13 have a qualification at level 3 and two have a qualification at level 2. 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:

- improve the monitoring of observations and assessments to support staff to use these more consistently to plan challenging opportunities for all children across all areas of learning and development indoors and outdoors.

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

- develop further the outdoor area to reflect fully the different and changing needs and interests of individual children
- support relationships with parents further, for example by helping all parents to be clear about arrangements for when their child's key person is not present, to further enhance consistency of care

Inspection judgements

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

Children enjoy their time at the nursery and make suitable progress so that they are ready for school. Management have put measures in place to improve teaching and learning as well as observation, assessment and planning systems. These, together with recent recruitment measures, are starting to have a positive impact on the quality of the educational programme which children enjoy. However, these changes are recent so are not having their full effect at this time. Children generally benefit from staff who have a secure knowledge of how children develop and learn and some practice is very good.

Staff use observations effectively to assess what children can do, and to capture their interests. Staff also use discussions with parents to find out about children's interests and what they enjoy doing. Parent meetings are held to share progress more formally. Children enjoy the activities that staff plan as staff make sure that their interests are reflected on planning. However, there is variability in use of assessment of children's development stage to inform planning across all areas of learning and development, particularly outdoors. Similarly staff do not consistently use their knowledge of what children can do to use unplanned opportunities to extend learning appropriately. For example, opportunities to develop maths are underused in the mud play, and tend to focus narrowly on counting. This means that children's progress is satisfactory, rather than good as staff do not take the most appropriate opportunities to extend children's learning.

Rooms are organised well to reflect the needs of the different age groups with pre-school moving towards a more formal layout which will prepare them for school. Resources for planned activities and children's interests, such as hairdresser role play, construction and calculators, are set out or accessible. The garden area is used by all age groups at different times of the day. However, while children enjoy their outdoor play, the resources available do not always fully reflect the needs and interest of the children in each age group. Also, there are not many areas to shelter from the weather outdoors, which also limits children's use of this area. Consequently, sometimes children are not well challenged and learning opportunities do not fully reflect all areas of learning or support the different ways that children learn outdoors.

Babies learn as they play and explore the different sounds chimes make. They enjoy sitting with staff as they pat and push dough into different pots and pans. Staff observe the children carefully to consider how children are trying to use the dough so that they can talk about what they are doing to extend their language and can ask questions which extend their thinking. Staff play alongside babies to show them different ways to use the dough. Staff support children to develop the storyline of their play as staff ask them about what ingredients they are stirring into their mud cake mixture and why they are making it. Staff draw older children's attention to the numbers on tape measures in their play, using appropriate language to compare different lengths and talking with the children about what different toys they can measure. Staff create displays around children's favourite stories, provide early writing opportunities, encourage children to write their names and talk about the sounds they hear as they stamp in muddy puddles, supporting their early

literacy development.

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

A suitable key person system is in place. While a number of staff have only recently been appointed, children benefit overall from secure relationships with interested staff who understand their needs. This is particularly evident in the baby room. Key persons are allocated when parents register their children at the nursery. This means that staff can find out about each child's routines, needs and interests, and discuss different patterns for starting at the nursery with parents. This enables children to settle in quickly and well. Parents in the baby room are kept well informed about their child through useful daily records sheets which provide a summary of the baby's day. Staff also make time to talk with parents when children arrive or are collected to share key information. This supports consistency of care so that children feel secure and supports staff to plan for children's learning. However, while parents feel all staff make them feel welcome, some are unsure of systems in place for when their child's key person is not present, which means that information sharing is not as effective at these times.

Staff organise rooms well so they are warm and welcoming. Children's work is displayed attractively to show it is valued which builds children's self-esteem. Children independently access resources which can be used safely without supervision. Children know they can ask for other resources which need supervision such as scissors. Consequently, children can make choices about their play and are active learners. They are able to use equipment safely.

Staff supervise children well and keep areas safe and tidy and follow hygiene procedures appropriately. They remind children about washing their hands before snack and talk with them about how to do this properly. Children know that the name cards they have at snack time are colour coded and tells staff about any allergies or dietary preferences. Children develop self-care skills and learn how to use equipment safely as they are encouraged to put spread on their crackers. The outdoor space is safe and staff supervise and support children well so that children enjoy imaginary play as they make cakes and pies in the 'mud kitchen'. Children enjoy being outdoors and enjoy physical exercise as they dig and fill buckets and moulds in the sand, rock on seesaws and push scooters. Resources outdoors provide some regular opportunities to develop physical skills such as climbing, balancing or learning to manage risk. Staff use opportunities to develop children's social skills as they demonstrate appropriate behaviours and good manners. Staff give children responsibility for handing out cups and plates to others and use praise effectively. Children behave well because staff set out resources which they know will interest and engage children. They notice quickly when children's behaviour might need support, and intervene calmly and sensitively to help children understand that they need to share and help them to think about what they could do instead.

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

The inspection was brought forward due to a notification from the provider that a child was left outside in the garden area for a short period of time. The provider carried out a full investigation and took swift and comprehensive action to prevent any such incident happening again including retraining members of staff and updating risk assessments. The management team has a secure understanding of the safeguarding and welfare requirements and educational requirements, and their responsibilities to meet these. The provider has taken effective measures since the previous inspection and worked closely with their local authority, to bring about significant improvements. The management team has addressed actions set that related to the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The provider is making progress towards improving weaknesses in the educational programmes. However, there is still progress to be made, to ensure that plans challenge all children suitably to promote their better progress. Some systems for self-evaluation are in place and being used appropriately to inform the review and improvement of provision. For example, the management team responds promptly and appropriately to feedback from local authority development officer visits, complaints by parents and puts in place measures to address shortcomings where they are identified. The management gather parents' and children's views, such as through surveys and use these to promote positive changes in the nursery.

Robust safeguarding procedures and risk assessment are in place and understood by staff. These are monitored through an appropriate range of checks by the management. Accident and incident records are completed comprehensively and analysed periodically, for example to inform the review of practice and procedures. The management uses appropriate systems to recruit suitable staff and carries out Disclosure and Barring Service checks and checks employment history and references. The nursery is committed to recruitment of staff with appropriate qualifications, with most staff having a qualification at level 3. The nursery actively encourages and supports other staff to achieve a qualification at level 3. Management is also establishing a core of bank staff to supplement this. Induction procedures mean that all staff understand their role and responsibilities and implement policies and procedures, including safeguarding. Existing staff recently received refresher training in safeguarding to continue to promote their knowledge. Systems are in place to ensure the nursery meets legal requirements to have staff qualified in paediatric first aid and food hygiene. Quarterly supervision sessions and annual performance reviews are used appropriately to identify and meet individual professional development needs through a programme of in-house and local authority training, as well as through coaching and mentoring of staff. These actions are already starting to have a positive impact on the consistency of the care and education that children receive.

There are some systems in place to share information with other settings children attend to support consistency of care. This has been based on parents' requests but the nursery is currently expanding this to other children. There are some effective assessment procedures in place which mean that staff are able to identify additional needs and put in place relevant support, and referrals can be made promptly to the local authority. A system is in place to collate data about children's development stage. However, this is not used well to monitor or review the effectiveness of the educational programme. For example, management do not use it to analyze the impact of teaching and learning on children's progress or to compare the progress of different groups of children. This means

that children's progress is satisfactory, rather than good.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	939947
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	79
Name of provider	Petite Enfants Limited
Date of previous inspection	10/05/2013
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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