

Les Enfants

Dale Hall Primary School, Dale Hall Lane, Ipswich, Suffolk, IP1 4LX

Inspection date

13/09/2013

Previous inspection date

09/04/2010

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

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

- Staff do not have sufficient skills to support children to manage their behaviour and as a result, children's safety is put at risk and their individual needs are not met.
- The key person system is not effective in working in partnership with parents, as parents do not know who their child's key person is or the role of the key person.
- Staff deployment and supervision are not effective in ensuring that children are safe and cannot leave the premises unsupervised.
- Some records are kept off the premises without the agreement of Ofsted and are not easily accessible for inspection. This means that recorded incidents cannot be checked to ensure children's safety.
- Children are not adequately protected from the inappropriate use of mobile telephones or cameras.

It has the following strengths

- Most children enjoy attending the club and have fun as they play happily with their peers and access the range of activities provided.

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 room.
- The inspector held meetings with the manager of the provision, spoke to staff and interacted with children.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day of inspection and information included in the self-evaluation documents.

Inspector

Moira Oliver

Full Report

Information about the setting

Les Enfants was registered in 2005 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of two settings that are privately owned and managed by the registered individual. The club operates from the dining hall within Dale Hall Community Primary School in Ipswich, Suffolk. The enclosed playground, field and sports dome are used for physical play activities.

The club is open each weekday during school term times, from 7.45am until 9am for the breakfast club and 3pm to 6pm for the after school club. During school holidays, the club is open from 8am to 6pm. Children attend for a variety of sessions.

There are currently 86 children attending, 12 of whom are within the early years age group. The club supports children who speak English as an additional language.

There are three members of staff who work directly with children. All staff hold appropriate early years qualifications at level 3.

What the setting needs to do to improve further

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

- improve risk assessment to ensure that children cannot leave the premises unsupervised
- ensure that the designated practitioner responsible for behaviour management has the necessary skills to advise and support other staff on behaviour issues and implement an effective policy to ensure the safety of all children
- ensure that staff deployment meets the needs of all children to ensure their safety
- ensure that there is a policy to safeguard children from inappropriate use of mobile telephones and cameras and that it is fully effective
- ensure that parents are informed of the name of their child's key person and understand their role, to enable staff to work in partnership and really get to know children and respond to their individual needs
- ensure all records that Ofsted has permitted to be kept off the premises are easily accessible and available for inspection
- ensure that regular and effective staff appraisals are carried out to identify training needs and secure opportunities for continued professional development.

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

On the whole, children enjoy their time at the club and take part in a range of activities. However, occasionally their emotional security is disrupted by other children's behaviour, affecting their learning, development and enjoyment in the setting.

Most children play happily with their peers and older children. They enjoy playing table top games and learn to take turns as they skilfully take out the items from the shark's mouth before it snaps shut. Older children support younger ones and show them how to set the games up. Staff promote children's communication and language skills as they chat to children about their day at school and provide opportunities for them to share their news. Mealtimes are a sociable occasion and children chat freely to their friends. Children take an interest in other languages as they ask their friends, who speak additional languages, how to say simple phrases.

Children take part in creative activities, such as, painting, cutting, sticking and drawing. They come to staff for support to help them draw around an elephant shape to make their own picture. Staff take this opportunity to extend their learning and introduce them to a book about elephants and older children write the word 'elephant' to accompany the picture. They play word searches and a hangman game as they have fun with words and spellings.

Children enjoy physical activities and have the use of the school field and play on the outdoor balancing and climbing equipment. Their enjoyment and experiences are extended during the holiday club as they visit the beach, the river, play centres and take part in sports days. Staff support children to be included and provide opportunities for them to feel and explore the stones, sand and seaweed on the beach. The games console is popular and children monitor and regulate their turn taking, making sure everyone has a turn.

Staff make regular observations of children's play and interests and uses these to plan future activities, building on their learning in school. Staff are very aware of the need to offer children time to relax and have fun outside of the school hours. They consult children to help them to plan activities making sure that they follow their interests. They speak to parents when they collect children to keep them informed about the activities their child has taken part in and pass messages on from school. This helps them be involved in children's learning.

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

Most children understand the club rules, stay within the club's boundaries and inform a member of staff if they are leaving the room to go to the toilets. However, children's safety is not assured as risk assessments are not fully effective. For example, staff identified that the door release can be accessed by children and alerted the school. However, they have not put alternative arrangements in place to ensure that children cannot leave the premises unsupervised. On the whole children behave well; however, staff do not have sufficient skills and strategies to support children whose behaviour is more challenging and do not know where to access additional support or advice. Therefore, children do not always feel safe when others exhibit challenging behaviour.

Children tell their parents and visitors that they enjoy attending the club. They form suitable bonds with staff and their peers, contributing to their emotional well-being. Staff build relationships with new children as they sit with them to complete an information sheet about their interests. They ask children about their favourite foods and activities, their families and pets. Children are involved in their developmental records and draw pictures of their families, interests and pets. However, the key person system is not fully effective as not all children are allocated with a key person. Parents are not aware that their child has a key person and do not know what their role is. As a result, there are limited opportunities for staff to build a relationship with parents to discuss all relevant information, for example, the languages spoken at home. This does not fully support children to make smooth transitions from home to the club.

Staff have a positive attitude towards diversity and celebrate several festivals throughout the year to introduce children to a range of cultures and beliefs. The recent multicultural workshop provided valuable opportunities for children to talk about themselves and their backgrounds. They talked about flags from a range of countries and shared their experiences with others as they wrote about themselves and their families.

Children are learning to manage their own safety as they use knives to cut fruit to make fruit kebabs and grate cheese to top pizzas. Older children demonstrate responsibility as they show younger ones where the toilets are and wait for them while they wash their hands before tea. Children's health is suitably supported as they are offered meals that reflect a balanced diet. Meals are cooked on the premises and all staff have received training in food safety to ensure foods are stored, cooked and prepared hygienically. Regular physical play is available either in the hall or outside, ensuring children have opportunities to run around in the fresh air and develop their physical skills.

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

Children are not adequately safeguarded at the setting as staff supervision and deployment does not always ensure their safety or meet the needs of all children. In addition, the club does not have an effective policy in place to safeguard children from the inappropriate use of cameras or mobile telephones. There is a set of policies and procedures that support the club's practices. However, the behaviour policy does not adequately support staff in dealing with challenging behaviour or inform parents of their procedures regarding excluding children. The owner does not have a sufficient understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, although the owner may have permission from Ofsted to keep some records off the premises, these were not available for inspection. Consequently, incident records cannot be checked to ensure children's safety.

Staff have attended recent training in safeguarding children and work with other agencies that are involved with children to ensure that they are protected from abuse and neglect. Parents are aware of the security procedures for gaining entry to the club and ring the bell to alert staff when they collect. They know not to open the door to other parents and make sure it is closed firmly behind them. There are sound procedures in place to ensure that only authorised persons can collect children and passwords are used.

Staff are qualified and essential training is up-dated to ensure they have enough staff with current first aid certificates and food safety training. However, professional development is not fully effective in ensuring that practitioners improve their knowledge or practice in areas they have identified. For example, some staff would like to attend workshops on autism and children's behaviour. However, they have not been proactive in addressing these needs because they do not know how to access the courses. Self-evaluation is used to highlight the strengths of the setting. For example, they have documented their success in supporting individual children to become confident and to make friends and form

attachments with staff.

Since the last inspection, most of the actions and recommendations have been met. For example, a thorough induction pack is in place for new members of staff and children's awareness of diversity has been strengthened through topics and activities. However, the key person system is still not fully effective in making sure that they work closely with parents to ensure that they really know and understand children in their key group.

Staff have a good relationship with the school they are situated in and talk to teaching staff when they collect children to ensure they know about their day. Staff understand their role in supporting children to meet the learning and development requirements and share some observations with teachers to help children to make progress. Staff collect children from two other schools in the town and have developed links with teachers. They have sound procedures in place to ensure children, who are collected on the setting's bus, are collected and transported safely. Most parents are very happy with the club and state that their children enjoy attending. They like the range of activities that their children can take part in and comment positively on the improvements in the food provided.

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 measures are taken to prevent children from leaving the premises without staff being aware (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure that measures are taken to prevent children from leaving the premises without staff being aware (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (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	EY313862
Local authority	Suffolk
Inspection number	932995
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	86
Name of provider	Alison Linton
Date of previous inspection	09/04/2010
Telephone number	01473 423 264

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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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