

Les Enfants PDN

Battye Street, DEWSBURY, West Yorkshire, WF13 1PH

Inspection date

23/01/2014

Previous inspection date

23/03/2009

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 2

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

- Children have an enthusiasm for learning because staff plan purposeful activities that extend children's learning through first-hand experiences.
- Young children develop attachments with their key person and they are given regular comfort and cuddles when needed. This results in children being happy, confident and sociable in the setting.
- Established links with the local schools ensure that children are provided with the appropriate support for a smooth transition when the time comes.

It is not yet good because

- On one occasion, following an incident staff failed to log a child's injuries in the accident book.
- At times, staff deployment is not fully effective. This means that children are not always closely supervised.
- There is room to develop further children's independence skills by allowing them to make more independent decisions.

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 three playrooms and the outdoor area.
- The inspector spoke with the manager, general manager and the staff at regular intervals throughout the inspection and made observations of the children present.
- The inspector sampled a selection of relevant documentation.
- The inspector took account of the views of the parents and carers spoken to on the day of inspection.
- The inspector spoke to children during free play activities.
- The inspector checked the suitability of staff and their qualifications.

Inspector

Hayley Gardiner

Full report

Information about the setting

Les Enfants was registered in 2005 on the Early Years Register and the voluntary and compulsory part of the Childcare Register. It is situated in Dewsbury and is managed by a private company. The nursery serves the local and surrounding areas. It operates from three playrooms and there are areas available for outdoor play. The nursery employs 11 members of staff, nine of whom work directly with the children. The childcare staff hold appropriate early years qualifications. Three staff hold a qualification at level 5, one holds a qualification at level 4, four at level 3 and one at level 2.

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 65 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 who speak English as an additional language and children with special 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:

- review how staff are deployed at particular times, such as when parents drop their children off, so that children are always effectively supervised
- ensure that all accidents or injuries and first aid are recorded and that parents are informed

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

- develop further children's independence skills by, for example, allowing them to pour their own drinks, plant their own seeds and serve their own meals and drinks.

Inspection judgements

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

The staff have a good knowledge of child development and promote learning well. They use effective teaching strategies to provide children with a wide range of interesting, stimulating and challenging activities, which cover all of the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well-prepared for later life events such as, going to school. Children have individual

learning files. These include, some creative work, photographs, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. The child's key person works closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning files ensures that parents remain involved and up-to-date about their child's progress. Parents are encouraged to contribute to their child's profile and each key person also encourages home learning by suggesting activities parents can do at home, including taking books and props home with them.

The setting provides a good learning environment for children, covering all areas of learning. All children can easily access resources and equipment as they are stored at low-level, which promotes their independence. However there is scope to further develop children's independence. For example, staff are not consistently providing children with opportunities to complete routine tasks, such as, planting seeds, pouring drinks or serving food for themselves. Staff praise children when they do well and this helps to build their confidence and self-esteem. They are provided with a range of resources that reflect positive images of a wider world, such as dolls, books, play figures and dressing-up clothes. They take part in activities and learn about different festivals and celebrations, such as Christmas and Chinese New Year. This helps children recognise and value that people are different. Children play outside where they learn to be physically active. The outdoor area is well-resourced and children benefit from a free flow system, which means that they can make choices for themselves from the different activities outside. The staff fully understand the importance of supporting young children to develop their skills in using technology. For example, younger children have fun playing with the small world activities that have flaps, buttons and lights. Older children independently use the computers, compact disk players and torches.

Children enjoy their time with the staff and participate in a range of interesting activities. The activities are planned in advance but there is sufficient flexibility to ensure that children have free choice. All activities successfully reflect children's individual interests. For example, they have an interest in transport, therefore children are given time to play with the cars and garage. The staff extend children's learning further by using cars in paint. The staff support their learning with good quality interactions, as children eagerly speaking about their cars. Children enjoy exploring the paint and making marks on the paper by using the brushes and sponges appropriately. All children explore the paint with interest, giving meanings to the marks they paint and this supports their emerging writing skills.

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

Overall, children are safe, secure, happy, confident, and obviously enjoy their time at the nursery. Young children develop attachments with their key person and other staff. They are given regular comfort and cuddles when needed. The key person system ensures that staff know their key children. Overall, staff are good role models and provide a calm, caring environment for the children. As a result, children behave well and play cooperatively with their friends.

The nursery is generally well-organised with staff deployed effectively. Although occasionally, when staff have difficulty parking and are late, staff are not effectively deployed to ensure that children are fully supervised, in-line with requirements. Resources are accessible to children enabling them to make independent play choices. Children have good safety awareness, for instance, they remind each other of why it is important to walk when indoors. Staff teach children to behave in safe ways, such as, using listening ears, kind hands and walking feet. Children take good care of their own personal needs. For instance, they use the bathroom independently by washing their hands at appropriate times. Good awareness of hygiene practices and maintaining healthy lifestyles is apparent at all times. Children enjoy nutritious, healthy snacks, such as, fruit, vegetables and breadsticks. Children enjoy fresh air and exercise. They delight in using the local community for trips and outings, which further promote aspects of their learning. For example, regular trips to the park and woods support children's physical development and enrich their understanding of the wider world.

The relationship between the staff, the children and their parents is effective in ensuring consistent care for all children. Children feel secure in their care because they form secure emotional attachments. They smile and laugh freely and as they get older, they begin to enjoy cuddling close to the staff to read books. This gives children a strong base and the confidence and self-esteem to progress and support their transitions to school. As a result, children are curious learners who participate well in games, circle time and activities. Older children are confident in expressing their needs and play ideas, asking for specific games or toys and easily choosing from the ones they can reach. This shows children's increasing independence in making decisions about their own play and learning. Children are taught about going to school and are beginning to understand they do not stay at the setting forever. Close links with the local school mean that children are able to visit and join in activities with the school children. They have lunch with them, so they are confident when they start school.

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

Overall, children's welfare is generally promoted well because safeguarding requirements and duties are appropriately addressed. Staff have a suitable knowledge and understanding of safeguarding policies and procedures and are aware of their responsibilities in this respect. They know how to report and record concerns and have attended relevant training. Vetting and recruitment procedures check that all adults working with children are suitable to do so. Suitable induction procedures are in place to support new staff and students and to help them understand their roles and responsibilities. Children are generally protected in the event of an accident because a number of staff have a current paediatric first aid certificate. The inspection was prioritised following concerns being raised about the provider's ability to deal with accidents appropriately. The inspection found that the provider had failed to record an accident that resulted in an injury to a child in the nursery. As a result, parents were not kept fully informed. The nursery has a clear policy and procedure for recording accidents that meets

the requirements of the Early Years Foundation Stage. However, this was not implemented effectively on this occasion. This is a breach in the safeguarding requirements of the Statutory framework for the Early Years Foundation Stage and is also a breach of the requirements of the Childcare Register. Children play in a secure environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare.

The manager has a sound understanding of her role in meeting the learning and development requirements, including the extent to which she monitors the planning. She has been working closely with the leaders to review and improve observation, assessment and planning including developing provision for younger children. Staff have regular supervision and the manager is supporting staff to deliver consistent, quality teaching throughout the setting. There is a suitable programme of training available to staff. The process for self-evaluation within the setting includes the views of staff, parents and children. This allows everyone to be involved. New ideas and suggestions are implemented from this process. The manager has a vision for the setting and is dedicated to improving the provision for all children.

Partnerships with parents and other professionals are good, which supports children's individual needs and helps children make good progress. Parents are encouraged into the setting to discuss their child's day and they have access to their child's development file to involve them in their learning. Parents use words such as flexible, homely, positive and happy to describe what they think about the service this setting provides. The setting works together with the local authority early years team to make improvements to practice. Partnerships with children's services and other specialists are in place to help staff support individual children when needed.

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:

- keep a record of all accidents that occur on the premises (Compulsory part of the Childcare Register)
- keep a record of all accidents that occur on the premises (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	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	EY303828
Local authority	Kirklees
Inspection number	950734
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	65
Name of provider	Les Enfants Private Day Nurseries Ltd
Date of previous inspection	23/03/2009
Telephone number	01924 485001

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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