

Les Enfants at Total Fitness

Total Fitness Health Club, Tandem Mills, Wakefield Road, HUDDERSFIELD, West Yorkshire, HD5 0AL

Inspection date	01/04/2014
Previous inspection date	12/04/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff use detailed observations to make accurate assessments of children's progress and share this information with parents. As a result, they are able to plan activities and resources that promote children's next steps in learning.
- Children are safeguarded and can play safely because staff implement a comprehensive range of policies and procedures.
- The manager has good systems in place to monitor the progress of children so that gaps are identified and suitable interventions put in place.

It is not yet good because

- Staff do not always use effective teaching strategies to support children's learning. Consequently, not all opportunities to extend children's thinking and promote their language skills are maximised.
- The key person system enables most children to form secure attachments to adults. However, the inconsistent deployment of staff in the baby room means that occasionally children's care is not fully tailored to their needs.
- Staff do not always promote children's health and well-being because babies' hands are not washed before they eat and snack time is not well organised.

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 activities in the three playrooms and outdoors.
- The inspector talked to the nominated person, manager, staff, key persons and children throughout the inspection.
 - The inspector looked at various documents, including a sample of policies and procedures, children's records, planning and assessment and evidence of staff suitability.
- The inspector took account of parents' and carers' views.

Inspector

Alison Byers

Full report

Information about the setting

Les Enfants at Total Fitness has been registered since 2000 and is one of four nurseries owned and operated by Les Enfants Private Day Nurseries Ltd. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located in Tandem Mills, Huddersfield, and serves the local community and surrounding area. The nursery operates from three playrooms in the same building as a fitness centre. There is an enclosed area for outdoor play. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. 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 47 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 children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery has achieved the Investors in People award and receives support from the local authority.

What the setting needs to do to improve further

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

- deploy staff effectively so that babies receive care from familiar adults and ensure their individual needs are met at all times

- develop the teaching strategies used by staff so that they are supporting children's thinking and extending their learning by using open-ended questions, allowing children time to think and facilitating opportunities for them to explore ideas, understand concepts and lead their own play.

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

- review staff's interactions with children to ensure that all opportunities to support babies' language development are maximised by valuing and reinforcing all their communications

- introduce practices that improve the hygiene arrangements for younger children by washing babies' hands before food and organising snack time to ensure food that is dropped on the floor is not eaten.

Inspection judgements

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

The nursery provides a wide range of activities and resources that are thoughtfully planned by staff to stimulate learning. Rooms within the nursery are well organised to reflect a range of areas of learning and children have free access to opportunities to draw, explore sand and water and use their imaginations in role play. The outdoor area is especially well planned for and children enjoy a variety of different activities. They practise their balancing and counting as they step along logs and develop their motor skills as they climb the equipment. There is a selection of natural materials like pebbles and sticks that the children can incorporate into their play. Children spend extended periods of time exploring and experimenting with water as they move it between tubs using different containers and watch it flow along guttering on the fence. There are questions displayed in the area to prompt staff to ask questions but they do not always use these to extend children's thinking and understanding of concepts, such as empty and full. The quality of teaching strategies used by staff across the nursery is variable. Staff use learning opportunities in routines, for example, toddlers learn about shapes, colours and numbers as they count toast and name the colour of their plates at breakfast. On occasions, staff use open-ended questions but they do not always allow children time to think and reply so children are not challenged to extend their thinking and opportunities to practise their language skills are not maximised. Younger children are frequently engaged in adult-led activities, such as painting and sticking, so they are not always learning to lead their own play and explore the resources on offer. Staff interactions with babies are not always appropriate to their stage of development, for example, babies' utterances are not repeated back to them by staff to reinforce their early communication skills.

Staff demonstrate their understanding of how children learn and development because they use a comprehensive and robust system to assess and plan for all the children. Staff make regular, detailed observations of all the children in the nursery that provide a complete picture of children's development. The observations are used to make accurate assessments of children's progress that are tracked by staff and show children are making progress in their learning. Staff use these assessments to plan for children's next steps in learning based around their current interests, for example, painting or building. They identify a range of resources and activities that promote children's learning across the curriculum and display these so that all staff and parents are aware of children's next steps. Detailed planning sheets are used by staff to identify exactly how they will use an activity to support learning because they identify what questions they will ask children and the new vocabulary they will introduce. The cycle of observation and planning means that children are presented with activities that interest them, however, children only make satisfactory progress in their learning because staff do not always implement their plans using highly effective teaching strategies.

Staff complete regular progress review sheets that they share with parents to keep them informed of their child's progress. Parents are able to contribute to these sheets with information about what their child is doing at home, complementing the daily exchange of details with staff. The nursery also use parents' evenings to share what they are planning

for children and parents value this so that they can continue the learning at home. Staff collect information from parents about children's home language so they can effectively support children who speak English as an additional language. As a result, staff and parents are able to work in partnership to provide continuity of care and education for the children. Parents report they are very happy with the progress their children are making. Children are developing and practising the skills they will need for school because staff focus on opportunities to learn early literacy skills. For example, children make their own books and learn about the features of stories and demonstrate their ability to form some letters.

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

The nursery use a clear key person system that parents are aware of and that allows most children to form secure attachments to an adult. However, the deployment of staff does not always allow children to use these attachments so on occasions, care is not always tailored to children's needs. For example, children who are hungry or tired do not receive the best possible care because they are not always comforted by a familiar adult. Sometimes the more experienced staff are involved in routine tasks, such as tidying and not interacting directly with the children.

Staff provide clear expectations about behaviour and older children have been involved in devising rules for themselves. Children are encouraged to use good manners and are learning to say thank you from an early age. As a result, children are learning to manage their own behaviour and take responsibility for their actions. Children are learning to keep themselves safe and manage risks because staff teach them how to safely use the large construction resources outside and support babies to carefully negotiate the low climbing frame. Children's independence is supported because older children are encouraged to serve themselves with vegetables at lunchtime, younger children use age appropriate cutlery to feed themselves and they are asked to tidy away their plate. Older children are able to manage their own personal needs and explain how they wash their hands to get rid of germs before they eat. However, snack time for younger children and babies is not well organised resulting in unhygienic practices that do not promote children's overall well-being. For example, babies do not have their hands washed and children are not encouraged to sit down together. Consequently, food dropped on the floor goes unnoticed by staff and children pick it up and eat it. Staff and visitors do not remove their outdoor shoes in the rooms, therefore, the floors are not considered clean.

The nursery work with parents from the start to provide a flexible settling-in process that suits the needs of the child and family. Parents report how patient staff are and that they are sensitive to children's individual needs during this phase. When children transfer into the next room it is again done gradually and with support from their key person to build their confidence in their new environment. Staff also build children's self-esteem by praising their efforts and displaying their work on the wall. Children are learning social skills as they play together at the sand table and listen to each other at lunchtime. Staff talk to children about feelings when they read a book and practise making happy and sad faces. These strategies all develop children's personal, social and emotional skills that will support them as they transfer into school.

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

The management team has a clear understanding of their responsibility to safeguard children. Senior managers have training in safer recruitment procedures and written references are taken before employing staff. All staff have been cleared to work with children and they are regularly required to confirm to management that nothing has changed that would make them unsuitable. Staff have a clear understanding of how to safeguard children and there are suitable procedures in place for staff to follow. Attendance records and registers for staff and children show that adult to child ratios are maintained throughout the nursery. However, deployment of staff is not always effective in meeting the needs of the youngest children. The nursery implement a comprehensive range of policies that are regularly reviewed and shared with all staff and parents. All aspects of the nursery are covered by risk assessments including outings and the presence of temporary scaffolding poles in the outdoor area.

The manager has a number of systems in place that enable her to monitor and support the effective running of the nursery. Staff complete curriculum monitoring sheets when they plan activities so that the breadth of the educational programme can be reviewed to ensure that all areas of learning are being provided. The manager regularly collects information from staff about children's assessments and collates the data in order to identify children who may be experiencing a potential delay in a particular area. Staff are then able to work with parents to put suitable strategies in place to support children. As a result, all children make progress. The staff at the nursery are well supported through regular supervision meetings and a programme of professional development. They work with the manager to identify any concerns and additional training requirements are planned in conjunction with areas of improvement identified through self-evaluation. For example, an audit by the local authority revealed opportunities for improvement in the outdoor area and after receiving training a member of staff took responsibility for developing the area significantly. The manager takes account of parental views through verbal communication and regular parental questionnaires.

The nursery have developed good partnerships with parents to support children. Staff collect detailed information about children's preferences and routines so that they are provide continuity of care from home to nursery. Parents of the youngest children receive a daily sheet reviewing their child's care and staff take time to talk to parents as they drop children off. Children with additional needs are well cared for because staff work with external agencies, such as paediatricians and physiotherapists, to ensure they have suitable equipment to support children to integrate and join in with other children.

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	321633
Local authority	Kirklees
Inspection number	956505
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	49
Number of children on roll	47
Name of provider	Les Enfants Private Day Nurseries Ltd
Date of previous inspection	12/04/2010
Telephone number	01484 513001

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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
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