

Les Enfants PDN

Battye Street, Dewsbury, West Yorkshire, WF13 1PH

Inspection date

17/11/2014

Previous inspection date

23/01/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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 make strong progress in their learning because they enjoy a wide range of very well-planned, interesting activities that capture their interest and stimulate their learning.
- Children are exceptionally well prepared for the move to school because they receive excellent support from key persons to ensure their emotional well-being is fully promoted during changes.
- Safeguarding is central to the nursery's practice and this ensures children are very well protected at all times.
- A strong programme of professional development means all practitioners are undertaking further qualifications and building on their already good quality teaching skills.

It is not yet outstanding because

- Practitioners do not always listen perceptively to children. As a result, they occasionally miss spontaneous opportunities to enhance children's learning by exploring their knowledge in detail and promoting their critical thinking skills.
- The nursery has not ensured that all parents access the wealth of information on offer to them, and that parents are fully aware of the ways in which they can share information with the nursery. As a result, not all parents feel they are well informed about nursery activities.

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 playrooms and the outside areas.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the provider, the general manager, and the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

Les Enfants PDN was registered in 2005 and is on the Early Years Register and the voluntary and compulsory part of the Childcare Register. It is situated in Dewsbury and is managed by Les Enfants Private Day Nursery Limited. The nursery serves the local and surrounding areas. It operates from three playrooms and there are areas available for outdoor play. The nursery employs eight members of childcare staff, seven of whom hold appropriate early years qualifications at level 3 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 55 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 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:

- enhance children's learning by always listening perceptively to them, and by making full use of spontaneous opportunities to explore children's ideas and extend their learning further
- explore the ways in which information can be shared with parents, for example, by asking them what their preferred method of communication is.

Inspection judgements

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

Children thrive and are motivated to learn in this welcoming, child-focused setting. Practitioners have a thorough knowledge of the Early Years Foundation Stage and a very good understanding of how children learn. Key persons find out children's starting points from parents when children start at the nursery. The information is used to make sure children's learning and development needs are targeted from the outset. For example, practitioners promote children's personal, social and emotional development by reading stories that help children to understand friendships and relationships. This is supported by activities that help children to understand their own feelings and how their actions affect others. Communication and language are promoted effectively by skilled practitioners who use physical gestures, facial expressions and props to support spoken language. As a result, children are developing the skills they will need for the next stage in their learning, which is usually nursery school. Practitioners take the initiative when engaging other professionals, to promote a highly effective, shared approach to children's learning. This has a very positive impact on the progress children make and all children are very well

prepared for their next steps in learning.

Children make independent choices and initiate their own learning as they access a wide range of resources in the very well-planned inside and outdoor areas. Key persons effectively use children's individual interests to motivate their learning. For example, they promote early maths by using large construction materials in the outdoor areas and provide a range of malleable materials for children who enjoy sensory play. On occasion, practitioners do not listen perceptively to children. Consequently, they sometimes miss spontaneous opportunities to fully explore children's knowledge and do not always make good use of questioning to extend what children know even further. For example, they do not follow children's cues and fully explore the effects of the wind on the outdoor environment.

Nevertheless, key persons are very competent. They complete learning records that give an accurate summary of children's progress over time, including the required progress check for children aged between two and three years. These show that all children are making strong progress from their starting points. The nursery works very closely with the local schools to make sure any gaps in children's learning are addressed. Feedback from the schools is very positive and they comment that children from the nursery are very well prepared for their learning when they move into school. Key persons share children's development records with parents and they are encouraged to add their comments. In general, parents feel they are very well-informed about their children's learning, and they appreciate the good levels of support they are given to promote their children's learning at home.

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

Children are emotionally secure, confident and happy in the nursery. They accept each other's differences and are building strong peer relationships. Settling-in visits for children ensure they become familiar with the nursery, and key persons use the time to find out about children's interests and routines. Information is exchanged with parents about children's individual care needs to ensure these are effectively met and that care is consistent. Children enjoy individual attention and relaxing routines through the day if they need to rest or sleep. As a result, children are very settled and their emotional well-being is fully promoted. Overall, partnerships with parents, carers and outside agencies are positive. Practitioners are generally proactive in ensuring they are fully involved in the care and well-being offered to children, and several parents comment that they feel the support they receive is 'fantastic'.

Children's work, in addition to pictures of their families, are displayed throughout the nursery, and children are encouraged to help with everyday tasks, such as setting tables for lunchtime and putting away their toys. As a result, they learn to respect and value the environment and develop an awareness of responsibility. Resources are stored, so they are easily accessible and children make independent choices about where they want to play. Children enjoy lots of praise and encouragement from practitioners. This helps to boost their confidence and self-esteem. Children's behaviour is very good. This is because they are supported well to understand how to manage their own behaviour and are

engaged in purposeful and challenging activities. Children receive clear and consistent explanations about including others in their play and are encouraged to share, take turns and be kind to each other. Their high level of understanding is demonstrated through the affectionate and caring relationships they display.

Children are developing a thorough understanding of how to keep themselves safe. For example, they learn how to use everyday tools safely. They also use their observational skills to assess hazards during their play, such as whether it is safe to use climbing equipment that is wet. Children go on trips where they learn to use public transport safely and how to behave in different social situations, such as cafes. Healthy lifestyles are fully promoted in a wide variety of ways. As a result, children develop a thorough knowledge of how healthy practices and exercise promotes their overall health and well-being. Excellent hygiene practices are in place and daily routines support children in developing their self-care skills. For example, they find their own coats and learn to use the toilet independently. These embedded practices mean children can attend to their own personal care needs when they move on to school.

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

Rigorous recruitment and vetting procedures are implemented to ensure all practitioners are suitable for their role, and they all have Disclosure and Barring Service checks in place. Induction includes detailed information about safeguarding, and managers make sure practitioners are aware of their responsibilities. Ongoing suitability is checked through effective mentoring and supervision, which identifies any further training needs, leading to a very knowledgeable team. Comprehensive risk assessments are completed to ensure children are kept safe. Documents record children's attendance and show that ratios are met at all times. Procedures are in place to record any accidents involving children, existing injuries and medication administered to children. A high number of practitioners qualified in first aid means children's well-being is fully promoted. Practitioners have a thorough knowledge of the possible signs and symptoms of abuse and the provider has an excellent understanding of how to keep children safe. There are clear procedures in place for reporting concerns about children, adults, or the operation of the setting. An effective safeguarding policy is implemented that includes the use of cameras and mobile phones in the setting. This is shared with parents, so that they understand the procedures in place to keep their children safe.

The management team have worked hard to develop rigorous self-evaluation that accurately identifies strengths and areas for improvement. In general, the views of parents and children are sought and acted upon. This means that the nursery has a clear action plan that reflects the views of most of the individuals who use their service. The management team are very keen to improve the skills of all practitioners and they ensure regular training is completed to enhance their knowledge. The nursery employs effective methods for monitoring the quality of teaching and scrutinises the effectiveness of the educational programmes to ensure children make strong progress. This enables key persons to successfully monitor the development of each child and, subsequently, ensure any gaps in children's learning are quickly identified and addressed.

Transitions into the nursery, and for the eventual move to school, are planned exceptionally well to support children's emotional well-being. For example, children enjoy a number of settling-in visits to the nursery. Practitioners accompany children on visits to the school nursery to meet with the teachers and share information about children's progress. Children attend school events and assemblies and they also visit the school to have lunch. Therefore, they become familiar with the large, busy environment. Most parents speak very positively about the nursery and comment that practitioners make them feel welcome and at ease. They also comment that their children make strong progress in their learning. Children's needs are met very well through effective partnerships with outside agencies. The nursery shares information in various ways, including daily discussions, newsletters and emails. This ensures that parents are, overall, well informed about all aspects of the provision. However, some parents feel that information is not shared with them effectively and they are not aware of the ways in which they can share information with the nursery. As a result, they feel they do not always have a good knowledge of activities and events that their children are involved in.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	966773
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	56
Name of provider	Les Enfants Private Day Nurseries Ltd
Date of previous inspection	23/01/2014
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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