

Les Enfants

Les Enfants Ltd, Lower Woodbank House, Avondale Road, DARWEN,
Lancashire BB3 1JE



Inspection date	7 December 2018
Previous inspection date	9 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff are very good role models and are warm and welcoming in their approach. A highly effective key-person system supports children to develop strong attachments. Children's emotional well-being is given high regard. Children are settled, confident and happy in the care of the kind and nurturing staff.
- Staff value contributions from parents. They encourage parents to regularly share information about what their children are learning at home. They use this information to complement children's learning and help them to consolidate skills. Parents are extremely complimentary about the staff team, and the care and learning they provide.
- Partnership work with other professionals and outside agencies is very strong. This has a positive impact on the outcomes of children with special educational needs and/or disabilities (SEND), whose needs are very well met.
- The leadership team are proactive and committed to continually driving improvement to the nursery. Self-evaluation processes are effective and action plans are in place. Senior leaders encourage reflective practice and this has a positive impact on the nursery's capacity to improve.
- Staff do not always make the most of their current tracking systems to support children to make even better progress.
- Occasionally, the timing of routine activities impacts on children's engagement and learning opportunities.

What the setting needs to do to improve further

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

- refine the ways in which children's progress is tracked in order to aid even sharper identification of emerging needs and help children make rapid progress in their learning and development
- consider the organisation and timing of some routines so that children's play and exploration is not unnecessarily interrupted.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy nursery manager.
- The inspector held a meeting with the nursery manager, senior leadership team and provider. She looked at relevant documentation, such as the nursery's development plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff have a thorough understanding of their role and responsibility in protecting children from harm. They are aware of different aspects of child protection and can confidently communicate the possible signs and symptoms of abuse. The leadership team supports staff extremely well, through regular observations of their practice and frequent supervisory sessions. Staff are aware of their individual roles and targets, and are keen and enthusiastic to improve and develop their skills. For example, they have been supported to attend training on the management of children's behaviour and the use of sign language. Leaders complete a detailed analysis of children's progress and share their findings with staff. Most recently, a new and exciting maths area has been created in the toddler room and in the baby unit additional resources have been purchased to help improve outcomes for children.

Quality of teaching, learning and assessment is good

Overall, planning, observation and assessment arrangements are purposeful. The well-qualified staff provide a stimulating and welcoming environment with an array of experiences that cover all areas of learning. Staff successfully incorporate children's interests and ideas into the development of activities, and recognise the uniqueness of each child. As a result, children are motivated, engaged and make good progress in their learning. Staff naturally join in with children's play, talking with them and asking them questions that develop their thinking and language skills. Staff in the baby room give children a secure base from which they can explore. They help to support children to develop their physical skills as they move around furniture and hold their hands as they take steps. Older children recognise shapes and colours, and use mathematical language as they play. They recognise letters from their name and make marks for a purpose.

Personal development, behaviour and welfare are good

Children settle extremely well and separate from their main carer with ease. They are happy, confident and eagerly seek out staff and their friends on arrival. Staff use an abundance of praise, which helps to promote children's self-esteem. Children understand the importance of good hygiene practices and skilfully attend to their own care needs. Children have daily opportunities to play in the well-resourced outdoor areas. They display a high awareness of how to identify and avoid risks. For example, children in the pre-school room complete risk assessments to make sure that gates are closed and the garden area is free from litter. While outdoors, children balance as they walk across a bridge and cheer on their friends, offering encouragement as they take turns.

Outcomes for children are good

Children are well prepared for the next stage in their learning and their eventual move on to school. They make choices in their play and manage their behaviour appropriately. Older children play with purpose and demonstrate an ability to concentrate and solve problems. Younger children enjoy singing their favourite songs and predicting what will happen next as they share stories with staff. They learn to play cooperatively alongside each other and are skilful communicators, expressing their feelings and ideas.

Setting details

Unique reference number	EY343942
Local authority	Blackburn with Darwen
Inspection number	10070039
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	90
Number of children on roll	70
Name of registered person	Les Enfants Ltd
Registered person unique reference number	RP518320
Date of previous inspection	9 April 2015
Telephone number	01254 760473

Les Enfants registered in 2006. The setting employs 19 members of childcare staff. All staff hold appropriate early years qualifications at levels 3 to 6, including one staff member with qualified teacher status. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 5.45pm. The setting provides funded early education for two-, three- and four-year-old children.

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