

# Inspection of Les-Enfants Private Day Nursery

486-490 Wakefield Road, Huddersfield, West Yorkshire HD5 8PU

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Inspection date: 23 September 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children thrive at this inviting setting. They show confidence and self-assurance as they talk to visitors about their friends and what they like playing with. Babies settle quickly. Staff provide highly nurturing interactions and reassurance to babies who have recently started the setting. They gather a wealth of information from parents and tailor activities and routines to support children's individual needs.

All children benefit from an ambitious curriculum that helps them to develop skills needed for future learning. Children, including those with English as an additional language, develop good communication and language skills. They join in with conversations, listen attentively to stories and join in enthusiastically during song time. Staff work hard to provide an exciting and stimulating environment for children. Their interests are reflected throughout all areas of the setting. Children use natural resources and create large dinosaur eggs using paper and glue paste. They use twigs and sticks they have collected on nearby walks with staff. Children are able to make independent choices in their play and learning. They engage and show an interest in all of the activities on offer. They help to make their own fresh dough every day and use a wealth of different materials to add to textures for them to explore. This helps to promote children's creative skills.

### **What does the early years setting do well and what does it need to do better?**

- Children benefit from a range of healthy choices during mealtimes. They take part in cooking activities with the nursery chef and understand how food is made. Children learn how plants grow and take part in activities such as growing their own vegetables in the setting's nature garden. They learn how to follow high standards of hygiene practice. For instance, they use 'fun' toothbrushes and are given stickers. Staff share this with parents to help to promote the importance of oral hygiene at home.
- The new managers have been in post for a relatively short space of time. They are ambitious and driven in their approach to providing high-quality childcare for children and their families. Their passion has already had a positive impact for children and families that use the service. They evaluate the setting, gathering feedback from others, including staff, children and families. This helps them to identify and address any areas of development.
- Staff work in close partnership with parents. Parents are invited into the setting for 'stay-and-play' sessions, where they can join in activities with children, including making foods such as chapatis and helping with gardening. Parents speak highly of the care that staff provide for their children. They comment that their children have developed in confidence and social skills since joining the setting. Parents are provided with information about their children's learning and development. They are also provided with activity ideas to try at home to help to

continue their children's learning. Staff offer a 'lending library' for parents and children to borrow books to take home and enjoy reading together.

- Staff comment that they feel supported by managers and feel that there is a focus on promoting their well-being. Senior leaders complete recruitment procedures with new staff to ensure they are suitable. Managers complete supervision sessions for staff and provide ongoing support and mentoring. However, this is not always fully targeted to ensure any emerging weaknesses in practice are swiftly addressed.
- Managers use additional funding to provide targeted support for children and families. They have considered the impact of the COVID-19 pandemic on children. Staff focus on promoting children's physical development through a range of activities, such as music, movement and outdoor play.
- Interactions between staff and children are good and, in some instances, outstanding. Some staff model thinking skills and ask children well-timed questions to help to develop their imagination. However, this is not yet consistent. Some staff do not offer enough challenge to help children to make even more progress in their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a thorough understanding of safeguarding policies. This includes the safe use of mobile phones and cameras. Managers have reporting and recording procedures in place and understand their responsibility to report concerns about children's welfare to the relevant authorities in a timely manner. They ensure staff receive regular training and supervise children well. Managers work closely with other professionals and share information to ensure children are kept safe from harm. Staff are aware of the setting's whistle-blowing policy and how to report any concerns about staff's practice. The setting is safe and secure and no unauthorised persons can enter the premises.

## **What does the setting need to do to improve?**

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

- review performance management procedures for staff, particularly new staff, to target any areas of emerging weakness in their practice
- build on staff practice even further and provide children with a greater level of challenge to help them make the best possible progress in their learning.

## Setting details

<b>Unique reference number</b>	311252
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10252896
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Les Enfants Private Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP520988
<b>Telephone number</b>	01484 453455
<b>Date of previous inspection</b>	10 March 2017

## Information about this early years setting

Les-Enfants Private Day Nursery registered in 1995. The nursery employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above., including one at level 6. The nursery opens from Monday to Friday, all year around. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Emma Allison

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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