

# Inspection of Les Enfants Private Day Nursery

Fieldhead Lane, Birstall, Batley WF17 9BH

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Inspection date:

20 October 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Children are welcomed warmly by caring staff when they arrive at the nursery. They receive cuddles and reassurance if they are reluctant to leave their parents. When children wake up after a sleep, they snuggle up with staff and listen to stories. Children generally behave well. When children struggle to regulate their behaviour, staff speak to them calmly. This helps children to understand how to keep themselves safe and to be kind to their friends. Children are encouraged to use good manners. They beam with pride when they are praised for being helpful. This promotes their self-esteem.

Overall, children are engaged in activities that they enjoy. They can easily access resources. This supports children to make independent choices about what they want to do. Most children are starting to develop the skills they need to become confident learners. Babies are introduced to new vocabulary as they dig in the sand to find wooden animals. Toddlers develop their small-muscle skills as they scoop and pour pasta and rice in the home corner. Older children explore colour mixing as they create autumn pictures after a nature walk. However, staff do not consistently support and challenge all children. As a result, some children do not engage in enough activities to extend their learning. They quickly lose interest in what they are doing and wander off. This does not help children to learn to concentrate and to persevere.

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

- The nursery curriculum is based around building on children's next steps in learning. Staff also identify children's interests and introduce topics to ignite their curiosity. Staff know their key children well. They can confidently describe what children can do and what they want them to do next. However, the opportunities available do not consistently enable children to develop these new skills.
- When staff interact with small groups of children, teaching is effective. For example, older children are encouraged to solve mathematical problems as they build structures using blocks. Staff use skilful questioning during a story to help children to predict what might happen next. However, when staff are working with a small group, they are not always aware of what other children are doing. This leads to some children playing with little purpose for much of their day. Staff do not support children enough to join others in their play nor monitor the children who are often on their own.
- There is an appropriate emphasis on supporting children's speech and communication. Staff understand their role in helping children to become confident communicators. They speak to children clearly and help them to pronounce words correctly. At mealtimes, there is a lovely buzz of conversation,

as staff sit with the children. Staff use strategies provided by speech and language therapists when children need extra support.

- Children benefit from healthy snacks and meals. They learn about why they need to wash their hands and brush their teeth. Children have access to a secure play area outside. Here, they develop their physical skills as they explore the play equipment. There is a quiet room where children sleep in cots or mats on the floor. Staff use monitors to check on sleeping children. Staff explain the nursery's procedure around sleep routines. However, they do not consistently follow this.
- Staff understand the importance of children developing skills to be more independent. However, staff's practice is inconsistent. Some staff allow children to go to the toilet on their own, while others accompany the same children. Children are not always encouraged to put on their own footwear or coats. Staff peel and cut fruit for children who are old enough to be supported to do this for themselves.
- Parents are happy with the service that the nursery provides. They welcome the updates that they receive about their children's learning and development. Parents are invited to join their children at stay-and-play sessions. They are also kept informed about staffing changes through regular newsletters.
- Managers have correctly identified some areas of the nursery's practice that need to be developed. They are engaging with the local authority to provide support with this. Although supervision sessions take place with staff, they are not sufficiently embedded to enable managers to identify performance issues. As a result, support is sometimes not put in place swiftly enough. Similarly, managers do not always know about individual staff's strengths. This means that good practice is not always shared.

## Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff attend regular safeguarding training. As a result, staff can describe signs that may suggest a child is at risk of harm. This includes knowledge of the indicators of neglect, physical abuse and female genital mutilation. Staff understand the process they should follow to report any concerns. Appropriate records are maintained where managers have had cause to contact other agencies about children's safety. Staff also know who to contact should they need to make an allegation about a member of staff. Managers carry out checks to ensure that staff, including supply staff, are suitable to work with children.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure that staff understand how to support all children to engage in purposeful play and learning opportunities.	23/12/2022
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**To further improve the quality of the early years provision, the provider should:**

- improve staff's knowledge of the nursery's procedures in relation to sleep routines
- develop a more consistent approach to supporting children to develop the skills they need to become more independent
- strengthen supervision, coaching and mentoring arrangements in order to identify training needs and areas of good practice to share across the staff team.

## Setting details

<b>Unique reference number</b>	EY244952
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10259120
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	50
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Les Enfants Private Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP520988
<b>Telephone number</b>	01924 478338
<b>Date of previous inspection</b>	22 October 2018

## Information about this early years setting

Les Enfants Private Day Nursery registered in 2003. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 2. The nursery opens from Monday to Friday, all year round. 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

Jan Batchelor

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The area manager and the acting manager joined the inspector on a learning walk. They talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the interactions between staff and children.
- 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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