

# La Petite Fleur Pre-School

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY360253  |
| <b>Inspection date</b>         | 16 June 2008  |
| <b>Inspector</b>               | Patricia Ann Edward   |
| <b>Setting Address</b>         | South Mitcham Community Centre, Cobham Court, Haslemere Avenue,<br>Mitcham, Surrey, CR4 3PR |
| <b>Telephone number</b>        | 079576 23780  |
| <b>E-mail</b>                  |   |
| <b>Registered person</b>       | Merle Mohammed  |
| <b>Type of inspection</b>      | Childcare   |
| <b>Type of care</b>            | Sessional care  |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

La Petite Fleur Pre-School opened in 2007 and operates from one room in South Mitcham Community Centre. It is situated on a large estate in the London Borough of Merton. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 15 children, aged from 18 months to under five years, on roll. Of these, no children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs five members of staff, all of whom hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in a bright and inviting playroom which is a child-centred environment. They are beginning to learn the importance of good hygiene and personal care routines. For example, they access the bathroom to wash their hands before snack and lunch times. However, hand washing routines after messy play does not fully protect children from cross-infection because they all use the same bowl to clean their hands.

If children become unwell the setting ensures parents know that children need to stay at home to avoid them passing on illnesses to others. Children's welfare in case of accidents is supported because a number of staff hold an appropriate first aid qualification. There is also a well stocked first aid kit and the setting obtains parental consent to seek advice or treatment in a medical emergency.

Children's growth is well promoted through the availability of a healthy diet. At snack time, they have access to a range of fresh fruit and more able children pour their own drinks of water or milk, demonstrating their independence. Their individual dietary requirements are met. Children's needs are discussed with parents before care is provided and details are kept to remind staff of their allergies.

Weather permitting, children have daily access to outdoor activities which develop their physical skills. For example, they pedal wheeled vehicles around the garden with ease and access a small climbing frame. They also go to the local park on a regular basis, where they access large fixed equipment that provides them with more challenge. They learn to balance on beams.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in an extremely safe, secure and stimulating environment. The pre-school area is light, airy and well maintained. The premises is located in a busy community hall, but access to the room is only permitted through the pre-school door, where staff are able to clearly identify visitors before allowing entry. The door is fitted with a coded key pad, which prevents unauthorised entry. Procedures, such as signing a visitor's book, are well implemented to promote children's safety. Toys are stored at low level, which means that children are able to make choices and learn responsibility, by accessing and tidying up safely. All toys and equipment are of a very good quality, are appropriate for the age of the children, and are checked to ensure that they can be used safely.

Children have access to a secure outdoor area, including a hard and grassy area. In the outdoor areas, children are able to play safely as they balance and climb in the grassed area and ride tricycles on hard surfaces. Thought has been given to potential hazards in these areas, and risk assessments are carried out daily for each area. Children are very closely supervised inside and outside, which minimises the risk of accidental injuries. The indoor play space is organised well and a number of safety precautions have been implemented. Low level cupboards are fitted with locks and all lower electric sockets are fitted with socket covers. Children's understanding of what to do in the event of an emergency is developed very well because they take part in monthly evacuation drills. All staff have a very good awareness of safeguarding children and have a sound knowledge of the signs, symptoms and categories of abuse. They are very clear

about the correct procedures to follow if they have any concerns about a child and what to do regarding allegations against staff, which promotes children's safety and well-being.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children separate from their parents and carers with confidence and enter the pre-school happily. They move confidently around the environment. Staff welcome them individually when they arrive, which makes them feel valued and important. Younger children are reassured by staff and soon become involved and interested in the activities on offer. Children gain self-esteem as staff frequently praise and reward them with cuddles and affection. Skilled staff recognise that children develop and progress in their own time, according to their age and development. Their personal development and self-confidence are consistently promoted because staff treat all children as individuals, interacting and offering appropriate support where needed. For example, children who are settling in are not forced into activities or routines if they are not ready.

The children experience a diverse range of interesting activities that are enjoyable. Staff embrace the principles of the Birth to three matters framework and use these to ensure children's care and development are well supported. Children are keen to explore sensory play materials. They enjoy running their fingers through paint and comment on the 'cold' and 'sticky' sensations, which develops their language skills. Children's behaviour is good. They have high levels of concentration, which enables them to persevere with tasks, learning and developing new skills. They are supported well by knowledgeable staff, who deploy themselves effectively and interact sensitively with children to extend their learning; for example, staff join in outdoor games and offer suggestions for using equipment in different ways to extend children's physical skills.

### **Helping children make a positive contribution**

The provision is good.

All children are welcomed and valued in the setting and their artwork is attractively displayed. Staff ensure they meet the needs of individual children by working closely with parents. They are very aware of every child's own preferences and abilities, and they allow for this in the planning of activities. All children are included and given fair opportunities to join in with all activities throughout the setting. Children are encouraged to value other people's differences and similarities through the effective use of activities, toys, puzzles and books. Their knowledge is further developed through celebrating a range of cultural and religious festivals throughout the year that include Hanukkah, Christmas, Easter and Chinese New Year. Children for whom English is not their first language are supported very well in the setting as practitioners communicate clearly with them and interpret their non-verbal language effectively to meet their needs. They also work with parents to learn key words in the child's mother tongue.

Children are affectionate towards each other. They willingly hug and make friends if they have had a minor disagreement. Staff are sensitive in the handling of any unwanted behaviour and children's self-esteem is protected. Children use good manners in their play and this is frequently unprompted by staff. Practitioners show children respect and courtesy at all times and the children copy this effective role modelling in their interaction with others. Children's needs are well documented and met because staff have an effective relationship with parents. A good quality prospectus informs parents regarding the setting's aims and objectives and any other additional information they need to feel confident that their child is spending their time

purposefully within the pre-school. Parents have full access to all the pre-school policies and procedures. They can approach staff at any time to discuss issues or concerns or telephone to check on their children, especially during the settling-in period.

### **Organisation**

The organisation is good.

Children's needs are met effectively because their welfare is enhanced by the setting's good organisation. They benefit from the care provided by experienced, qualified staff. There are secure procedures in place for checking that all staff are suitable to work with children. A clear induction process, regular hands on supervision and ongoing monitoring ensure that the pre-school's policies and procedures are understood by all and are consistently applied.

Children are well cared for by a team of staff who regularly access training to keep their knowledge up-to-date and improve their practice. There are effective procedures in place to promote children's good health, ensure their safety and provide activities that offer interest and challenge.

There is a clear operational plan in place which includes all regulatory documentation and underpins good practice. Policies and procedures are reviewed regularly to ensure they meet the standards. Overall, the setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable: this is the first inspection since registration.

### **Complaints since the last inspection**

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve hand washing procedures after messy play.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)