

Ecole Du Parc

Inspection report for early years provision

Unique reference number	EY360899
Inspection date	17/06/2009
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

L'Ecole Du Parc Nursery School is a French Independent Day Nursery and School which opened in 2002. It operates from three classrooms within a Semi detached house which is situated in the Clapham area in the London Borough of Wandsworth. A maximum of 38 children within the early years age group may attend the nursery at any one time. There are currently 42 children within the early years age group attending the nursery.

The nursery school is open each weekday and provides full day care, sessional care and after school care, term time only. School starts at 08.15 and finished at 15.00. All children share access to a secure enclosed outdoor play area. Children attend from a local catchment area. The nursery supports children who speak English as an additional language. All tuition is in French with specific activities in English. The nursery employs eight staff, all of whom, including the manager hold appropriate French and English qualifications.

The Ecole Du Parc is registered on the Early Years Register and both the compulsory and voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are given the incentive to develop and learn through fulfilling learning opportunities during their play. The successfulness of a committed parent's group allows for positive partnership with parents. The nursery supports working with children with learning difficulties and disabilities, whom speak English as an additional language and working with local children's centre's and schools. All in which contributes to promoting excellent inclusive practice. The centre is continuously working towards making improvements through identifying and addressing their areas of strengths and weaknesses in promoting children's welfare and development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve lost children's policy
- ensure information is gathered from parents to know what level children are at when they start

The leadership and management of the early years provision

Children's teaching and learning extensively focuses on supporting, achieving and promoting their welfare. The manager continuously promotes and monitors the Early Years Foundation Stage of learning through self-evaluation and staff attending relevant training courses to keep them up to date. Staff work effectively

as a team and know the children well. Partnership with parents is excellent, an enthusiastic parent committee group is in place, whom organise events for the children and continuously offer support to children's learning and development. Parents receive a weekly newsletter, this enables them to know what is going on within the school. They also spend time within the school setting. Good systems are in place to enable parents to be kept up to date about their children's progress. For example, all children have a contact book. Prior to children attending the school, parents receive a pack with comprehensive information about the school which includes details of the Early Years Foundation Stage. Information is also gathered to promote mainly children's welfare, such as, any medical conditions and special dietary requirements. However, there is no sufficient arrangement for gathering information to enable staff to know what level children are at.

Policies, procedures and documentation are in place which meet with the mandatory requirements. Although there is a lost children policy, it only explains the process to be followed in event of children being lost on outings. Good risk assessment procedures are followed, they are carried out daily and records are clear including the date and by whom it was carried out by. Children participate in regular fire drills which teaches them about keeping themselves safe in event of a fire. All practices in place clearly reflect that children are well looked after and successfully learning.

The quality and standards of the early years provision

Children are continuously learning throughout their time at the school. Long and short term plans in place fully include all areas of learning. Staff have a sound knowledge of the Early Years Foundation Stage. Clear written plans in place demonstrate how children are covering all the areas of learning. Staff keep up to date records of all children being cared for. Observation and assessment enables children to extensively move on through the stages of development and achieve the Early Learning Goals. Resources and play materials are made readily available to allow for children to make their own choice, developing their independent and social skills. Each day children participate in circle time, enjoy songs and rhymes. They are also currently rehearsing and putting a show together for their friends and family. This involves children dressing up in various costumes, dancing, doing actions and effectively using their imagination. Children have many opportunities to learn about what is going on around them. For example, they experience real life cycle of the reproduction of live chicks, how they develop, grow and hatch from inside their egg, with the use of an incubator. Observations demonstrate how each day children enjoy feeling and touching the chicks. This is very rewarding contribution to their knowledge and understanding of the world. Children are very competent in their language and most speak both French and English. Children learn and know how to write their own name, are able to recognise and write it phonetically. Staff consistently talk to children in both English and French, this effectively supports children whom do not speak English as a first language.

Observations clearly demonstrate that staff have a positive relationship with the children. They spend quality time with them to ensure that their individual needs are identified and met. A good supportive network is in place to support children

with learning difficulties and disabilities. Additional support is provided, such as additional workers appointed to maintain quality on-going care and learning for the individual needs of the child. The school also works closely with the local children's centre and schools where children attend the nursery class or school. This all contributes to positive inclusive practice.

Children also accomplish through learning about keeping themselves healthy and hygiene habits. For example, learning about eating fresh fruit and vegetables and how it is good for them. They also have benefited from a visit from a local dental hygienist who has talked to the children about the importance of brushing their teeth, using animal characters for children to brush their teeth and also brushed their own teeth. Menu plans in place demonstrate that children are provided with balanced meals each day. Some children bring their own lunch. The school recommends and advises parents about the importance of providing their children with healthy options. All information about children's diets are gathered prior to admission. Parents wishes are respected and valued to ensure that children are well looked after and their individual needs met.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met