

Christ Church Street French Nursery Limited

Inspection report for early years provision

Unique reference number	EY348663
Inspection date	27/04/2010
Inspector	Martha Naa Ahimah Darkwah
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Type of setting	Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Christ Church Street French Nursery Limited opened in 2007 and operates from two rooms inside a church hall. It is situated in Chelsea which is located within the London borough of Kensington and Chelsea. A maximum of 16 children may attend the nursery at any one time. This is a bilingual nursery teaching French and English.

The nursery is open each weekday from 9am to 4.30pm for 44 weeks of the year. There is no suitable outdoor area available at the setting; however, they regularly use the local school playground and garden.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 15 children aged two to three years on roll all of whom attend on a part-time basis. The nursery has applied for nursery education funding. Children come from the local area. The nursery currently supports a number of children with special needs.

The nursery employs three members of staff excluding the owner. Of these, three have appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children progress suitably in their learning and development when in this nursery, enjoying a positive experience of the Early Years Foundation Stage; however, planning, observation and assessment skills are not sufficiently developed to support staff in planning activities that fully support children's individual needs. Inclusive practice is promoted well. The manager and her staff work hard to establish and maintain effective relationships with parents and are beginning to extend this to other early years providers. Although the proprietors self evaluation is satisfactory, she also has outside professionals help to identify further areas for improvement, thereby showing good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- devise risk assessments for each type of outing undertaken with children and review risk assessments for the outdoor play area to identify aspects of the environment that need to be checked on a regular basis (Safeguarding and welfare) 10/06/2010
- plan and provide experiences which are appropriate to each child's stage of development as they progress 10/06/2010

towards the early learning goals (Organisation)

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

- extend partnership working with parents in order to use the interests and experiences children bring from home as the starting point for their learning
- develop staff observation and assessment skills for analysing the information on children's next steps to support the planning of future activities and ensure these are followed through in practice with the children to support their individual learning and development
- develop further the process for self-evaluation to ensure that there is clear identification of targets for further improvements

The effectiveness of leadership and management of the early years provision

The staff team have a sound knowledge of how to proceed if they have concerns about a child in their care, and have Local Safeguarding Children Board guidelines on site for referral. Safeguarding procedures are in place and are shared with staff and parents to help ensure children are safeguarded appropriately. Children receive care and support from suitably vetted and qualified adults. The owner implements sound appointment and induction systems to be sure staff understand their responsibilities to protect children's welfare. All members of staff are checked for suitability at the time they join the setting. Regular fire drills are conducted and recorded in sufficient detail to ensure children evacuate the building quickly and safely. Risk assessments are in place for the indoor and outdoor areas; however, there are hazards in the garden used for outdoor play. Additionally, there are weaknesses in the systems for monitoring children's safety on outings.

Children are provided with a range of age appropriate resources they can self select. The learning environment has pictures with words in English and French to help children relate to both languages. Information about how staff meet children's personal needs are relayed to parents verbally and parents are aware staff do written observations on children's achievements, which are put in each child's learning journey book. Formal arrangements for parents to look at these and discuss children's progress have not yet started. A parents' notice board shows the six areas of learning within Early Years Foundation Stage, together with some photographs of children participating in activities related to the areas of learning.

The owner evaluates the provision soundly by using the local authority's self-assessment system and involves staff and parents. She knows what she wishes to achieve and has identified targets for future development, rightly regarding staff training and support as a priority. Most of the recommendations from the last inspection have been addressed, although there are still shortcomings in the observation and assessment systems and there is no individualised planning in place.

The nursery promotes inclusion through their partnership with parents and

children. Many children attending speak English as an additional language and when they first come to the nursery, the manager asks parents for key words to help children settle. The staff team use their multi-linguistics skills to support children in the setting. The staff team help children with their language skills by pointing to objects, repeating and emphasising descriptive words and engaging with children in their play, using laughter and fun as a communication tool. The staff team use a balance of English and French intermittently in their communication with children.

The manager asks parents for children's routines using a form which they complete; however, this does not extend to finding out children's starting points to help staff build on what children already know. Most activities are child led, but some planning is devised for the whole group based on the areas of learning with themes. Although staff members observe children's play and write down notes on what children have achieved and make a record their next step of development, this is not tracked and used sufficiently in planning future learning for individual children. As a result, children's progress is not monitored and there are is no planning for individual children.

The nursery has established a trusting relationship with parents. Parents say they are pleased with the settling-in procedure and happy with the standards of care provided for their children. Staff display notices and keep parents abreast of general developments in the setting. Parents share ample information with staff about children's health and dietary requirements which enables the staff to care for their children appropriately. The owner and staff engage well with parents and with the children themselves, seeking their views on the nursery provision and ways to improve it.

All required policies and documents are kept, and these help guide the smooth daily running of the nursery.

The quality and standards of the early years provision and outcomes for children

Children have access to a well-equipped play room where they choose toys from a range available to them at child height. They freely move from one activity to another and enjoy the times when they come together for group work. Displaying children's art work shows children how the staff value their contributions and this boosts children's self esteem. Children enjoy listening to stories as they are read by staff and afterwards talk about the books, with staff encouraging them to re-tell stories and talk about the photographs. Learning is extended at this time as staff point out and count various items within the books. Children are becoming confident communicators as the staff engage them in conversation to help with language skills. Children are kind and thoughtful towards each other, willing to take turns and share with staff acting as good role models.

Children celebrate the festivals of others through art and craft activities and have access to a range of resources that help them learn about diversity. They access resources to help them with other aspects of their knowledge and understanding of the world or skills for future development such as programmable toys and

information and communication technology equipment.

Children who are learning English as an additional language are cared for with kindness. Staff help them to understand through mime and patient explanation. The nursery displays attractive images of diverse people and has suitable books that reflect a good range of cultures. Inclusion for children with special educational needs or disabilities is good. The staff team provide effective support and they work very well with parents and outside agencies.

Children have daily access to a delightful garden which has different levels and interesting areas for them to explore. They love the landscaped garden as they climb on the climbing apparatus competently. They enjoy energetic play with balls and wheeled toys. Children are learning to keep healthy as they use the outdoor space opposite the setting twice a day to run off energy, play ball and take part in games using hoops and wheeled toys. Staff ensure that children can join in with all of the activities in their own way. Children learn to keep themselves safe by not running indoors and how to cross the road safely. Children eat healthy snacks and meals while being cared for in the nursery.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that all necessary measures are taken to minimise any identified risks (also applies to the voluntary part of the Childcare Register) (Suitability and Safety of Premises and Equipment) 10/06/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Suitability and Safety of Premises and Equipment) 10/06/2010