

The French Nursery School

Inspection report for early years provision

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Inspector

Arda Halls

Setting address

Baden-Powell House, Queen's Gate, London, SW7 5JS

Telephone number

0207 259 2151

Email

marielaurence@thefrenchnurseryschool.com

Type of setting

Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

The French Nursery School is one of two nurseries privately owned and run by Les Chatons Limited. The nursery opened in 1998 and operates from two play rooms in a building used as the Scouts Headquarters in South Kensington in the Royal Borough of Kensington and Chelsea. The school is easily accessible with a ramp leading into the building and lift access from the ground floor to the lower ground floor. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 36 children aged from 2 to under 5 years at any one time. There are currently 55 children, aged from 2 to under 5 years on roll. The nursery is open each weekday from 9:00 am to 12:00 pm for morning sessions and from 9:00 am to 3:00 pm for fulltime sessions. All children share access to a secure enclosed roof terrace for outdoor play. Children come from the local and wider community and the nursery supports all children including children with special educational needs and disabilities and children who speak English as a first or second language.

The nursery employs 8 staff. Five of the staff, including the manager hold appropriate early years qualifications. The nursery receives support from the local authority advisors. The method of teaching is children learning through play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are consistently smiling and interacting in a positive manner in this child-centred environment where they are effectively supported and kept safe by a caring staff team. Children are provided with a good range of play materials which ensures their progress in all areas of learning. Staff have a precise understanding of the Early Years Foundation Stage and actively encourage parents to be fully involved in all aspects of their children's care and education. Staff are well organised in planning, observing and assessing children's progress. Well-written policies and procedures securely underpin the nursery practice and are made readily available for all parents. Effective partnerships with parents and other settings ensures that information relating to individual children's progress and needs is effectively shared.

What steps need to be taken to improve provision further?

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

- continue to assess and evaluate children's progress in order to inform the next stage of their learning
- review the risk assessment for nappy changing to ensure children's privacy

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures are in place to ensure children are fully protected from the risk of harm. This means children enjoy a safe and secure environment. Staff have a thorough understanding of the signs of possible abuse and neglect and have accurate procedures in place to act quickly and professionally if there are any concerns about a child. Contact details are readily available so that staff can obtain advice and report any concerns without delay. A well-written safeguarding policy is available for parents and staff undertake regular safeguarding training. Good quality recruitment and induction procedures further safeguards children.

Strong relationships are developed with parents which contributes to successful outcomes for all children. Daily discussions, children's profiles and learning journey folders are provided to ensure that there is a shared understanding about all aspects of children's lives. Staff share their knowledge and expertise with parents and work hard to involve them in their children's learning and development. Children's artwork is clearly displayed, parents have an open invitation into the nursery and regular questionnaires enable parents to be involved and to comment on any area of the nursery practice. There are consistent links with other providers to ensure information regarding children's progress and development is shared effectively.

More than half of the staff have effective childcare qualifications as well as a wealth of understanding of languages spoken in the community. Their high expectations of what children can achieve means children consistently achieve well. Staff attend regular training and workshops which means they constantly improve their skills and use this knowledge to improve outcomes for children. They regularly discuss the effectiveness of their planning to ensure each child's individual needs are met.

Staff have an in-depth knowledge of each child. They adapt their planning to suit each individual precisely so that as children grow and change their individual needs are consistently met. They constantly identify and work towards narrowing the gap in children's levels of achievement. They understand that children have different learning styles and interests and strive to ensure appropriate opportunities are provided for all children to be successful. Children enjoy a stimulating and child-centred environment in which resources and activities are set out attractively. Children are then able to move about freely in the nursery constantly making choices. They are developing skills for the future as they learn to make effective choices from an early age. Playrooms are colourful and stimulating places for children to explore and learn new things. Flexible attitudes, secure policies and everyday practice fully supports all aspects of children's learning and development.

Self-evaluation is continually being updated. Staff managers engage parents and children as well as other members of staff to assess and evaluate how the nursery is performing. Staff are learning to evaluate effectively in order to build on the

nursery strengths and minimise weaknesses. Staff take pride in the nursery and describe enthusiastically how they are making improvements.

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

Children make good progress as they enjoy stimulating learning activities as a result of a high level of support that ensures children develop fully as individuals. A wealth of creative learning experiences are on offer which excites and stimulates children's enjoyment of learning. For example, children learn to sing and count in both English and French. To help children progress further they are asked to count backwards, again in two languages. Information is recorded about children's starting points and precise observations of children's progress ensures all aspects of children's needs are met with success. However, the next steps of children's learning are not fully recorded by all of the staff.

Children are enthusiastic and confident when exploring and learning new things. They play an active role in their own learning and consistently make choices and decisions throughout the day. A well organised range of resources helps children understand the society in which they live. They learn that there are acceptable ways of behaving and this helps them develop a positive view of themselves and others. They have strong self-esteem. They freely express their feelings, share with others and ask for help when they need it. Children play both independently and with others. This helps them to develop the skills they need for future learning. They make accurate progress in their communication, language and number skills as they enjoy a wide range of challenging and exciting experiences. For example, while playing on the computer, they demonstrate to staff that 5 plus 6 makes 11. Children are clearly delighted to develop their mathematical concepts. Later on they count confidently to 20 in English and in French. Children are motivated to complete some tasks on their own, for example they insist on making a bed for themselves when lunch is over. They are quick to settle down for a nap as they discover their bed-making skills to their liking. Important steps in literacy are made as children enjoy books and are encouraged to make marks on paper. There are visual displays of numbers and letters as well as labelling in both French and English on resources and equipment. Children take part in exercises to increase their word recognition when name cards are displayed for them to read. They are quick to call out the names and remember some names of the children that were in the nursery last year.

Children take part in imaginary play about policemen. They move quickly about the room to act out a scenario and realistically use the toy phones to summon the police. They demonstrate good skills of what to do in an emergency and they learn that police are available to help them out when needed.

Children have a strong sense of belonging in the nursery. They quite clearly feel safe and confident in sharing their news in the nursery. They talk to others with confidence and are quick to recognise when a stranger is in their environment. They demonstrate a willingness to keep themselves safe through their good behaviour and recognising that rules of the nursery need to be observed. They

know not to run within the nursery as they might fall and hurt themselves. They know how to safely climb the stairs to the roof terrace and how to evacuate the building quickly in the event of a fire. Discussions on safety are supported with the use of books and posters. Children are protected indoors and out through the use of thorough risk assessments and staff attention to detail. Children are safely escorted by two members of staff down one corridor of the building when they wish to wash hands and use the toilet. Children needing a change of nappy are at the time of inspection, taken to the same toilets. Staff are mindful of children's dignity and privacy during nappy changing. However, the area used for nappy changing has not been fully risk assessed.

Children are beginning to develop good skills in healthy living. They enjoy a range of healthy foods and drinks at snack time and again at lunch time. They confidently carry out simple hygiene procedures such as washing and drying their hands. Staff take considerable time to ensure children wash thoroughly between their fingers. These skills will benefit them for the rest of their lives. Children's good health is promoted further as they make the most of fresh air and outdoor play offered each day. They naturally challenge their physical abilities as they practise their climbing, balancing, jumping and throwing in the safe enclosed play area. Staff are successfully making the most of opportunities available to develop children's overall understanding of the benefits of a healthy lifestyle.

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?	2
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?	2
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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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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