

La Petite Fleur Pre-School and Nursery

Inspection report for early years provision

Unique reference number EY410239
Inspection date 21/10/2010
Inspector Rebecca Hurst

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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.

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Description of the setting

La Petite Fleur nursery first registered in 2010 is the sister nursery to La Petite Fleur in Mitcham which has been established since 2007. The nursery is accommodated in a large church hall with garden area and located opposite Clapham Junction train station in South East London. The nursery is open from 7.30- 1800 Monday to Friday for fifty weeks of the year. It is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for thirty children in the early years age range of whom six may be aged under two years old. There are four members of staff and a manager employed to work with the children. There is currently five children on roll who are in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because the staff at the nursery create a safe and secure environment. The children are supported to make the most of their abilities by caring staff. Warm and trusting relationships enable children to feel safe and secure. Staff are evaluating activities and experiences that are on offer to the children, this allows them to be able to improve their learning opportunities. The nursery has a good capacity to maintain continuous improvement, because all staff seek to improve their knowledge and understanding of children's early years through further education opportunities. The nursery's self-evaluation process is in its infancy as it has only been running with children for two weeks. However, the staff are working on their development plan to enhance the provision and the outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to work on the self-evaluation process to promote positive outcomes in children
- work with the parents to obtain the children's starting points to work on to progress their development
- obtain written consent for parents' preferences on how children go to sleep, if they do not wish for their children to sleep on the beds provided

The effectiveness of leadership and management of the early years provision

The staff have a good understanding of child protection and how to safeguard children in their care. Good procedures are in place to ensure all staff have up to

date Criminal Records Bureau checks in place. The manager ensures she records the numbers for the checks and the dates they were carried out, this ensures she is aware when they need to be up dated. Children are kept safe and secure, due to clear, risk assessments for both the nursery and for outings.

The children have access to a good amount of resources that allows them to enhance their independence skills as they are arranged for them to independently access. Children learn about festivals and celebrations from around the world at an age appropriate level. Staff consult the parents when the children start to find out about their backgrounds and the staff use these as a basis to plan activities. As a result, activities are fun and meaningful to the children, which aids their learning.

Staff keep up to date with their knowledge and understanding through regular training sessions through the local early years team. This information is passed onto the children through the care and activities the staff provide. The self-evaluation process is in its infancy. The manager and staff are working with the local early years team to enhance their action plan to build on the positive outcomes for children. The manager has a clear vision for future development for the nursery which will benefit the children.

The staff and manager at the nursery work well with outside agencies and the parents to ensure the needs of the children are being met. The staff give daily feedback to the parents through the contact books they have in place. This ensures that all information is shared and passed on. It also allows the parents to pass on information to the staff. This benefits the children as there is continuity of care for them. Staff have not recorded requests by some parents for their children to sleep in their buggies and not the beds the nursery provides. As a result, it is not clear who has requested this arrangement for how the children sleep and why.

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

Children happily explore, using a good range of different materials and resources, in a safe, supportive and caring environment. This helps the children to practise and acquire new skills. Children receive plenty of attention, through the staff listening and responding to them throughout their activities. Children show they feel safe through confident and independent learning, making choices, helping themselves to toys and readily approaching the staff if they need help or a cuddle.

Steps taken to safeguard children include effective child protection and fire evacuation procedures, close and supportive supervision, for example, when playing in the garden. Children play and move around in a hygienically clean, tidy and organised nursery. This promotes their health and welfare. They enjoy healthy snacks and plenty of drinks. Children have access throughout the day to fresh drinking water which keeps them hydrated. Children are offered and enjoy a good variety of fresh fruit and vegetables.

All children have only been attending for a very short period of time, as a result,

staff are allowing the children to settle into the nursery and its routine before they start to formally plan for them. The planning the staff have in place allows for each child to have individual plans tailored to meet their developmental needs. This ensures the children are able to progress with their development in all areas of learning. There are missed opportunities to fully enhance the children's learning experiences when they start at the setting as the staff do not gather the children's starting points from the parents.

Children enjoy developing their physical skills with the resources the staff have provided for them in the garden. Children practise their skills on the bikes and scooters and staff are at hand to aid them if they become stuck using the peddles. Children also enjoy music sessions playing along with the staff with a good range of instruments. Children excitedly join in and move in time to the music being played.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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